



Accessibility Audit and Plan

Date audit review carried out on 25.09.2026
Audit review carried out by Alan Reed and Stephanie Awbery
Renewal date due (every 3 years) 1st April 2027

Contents

1.	Purpose of the Audit	3
2.	Limitations to the Audit	4
3.	Contextual Information of the School	4
3.1	Special Educational Needs Co-Ordinator (SENCo)	6
4.	Accessibility Plan	6
5.	Audit Outcomes	9
6.	Site Information	9
7.	Accessible Information	10
8.	The Physical Environment (Buildings and Grounds)	11
9.	Curriculum Participation	19
10.	Flowchart of Estates planning process	23

1. Purpose of the Audit

This audit outlines the school's current position in identifying and meeting the requirements of the Equality Act 2010, with a focus on promoting accessibility for all our children, staff, and visitors through access to **accessible information, the physical environment (buildings, grounds) and curriculum participation.**

This document meets the requirements of schedule 10 of the *Equality Act 2010* and the Department for Education (DfE) Equality Act 2010: advice for schools

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2015)* 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the *Equality Act 2010*, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

This audit provides recommendations where current processes do not fully meet legislative requirements or best-practice standards. These recommendations may include physical adaptations to the site and revisions to policies and procedures.

All Schools are required to have an Accessibility Plan, which is made available on request, and should be updated every 3 years or sooner, where required.

This audit allows for reviewing progress against existing actions and identifying any new recommendations that emerge.

Evidence for this audit has been gathered from:

- The previous documented audit (March 2023)
- Fact-finding from a physical school visit (25.09.2026)
- A review of the information published on the school and Trust website
- Discussion with school staff
- Feedback from children, parents and visitors about how they need to be supported.

2. Limitations to the Audit

The information contained in this report has been developed using appropriate care and diligence, but no assurance is given regarding its accuracy. It is also expressly noted that the documents and information supplied for the audit have not been independently verified.

The content of this report is based on the information available and the access provided at the time of the audit. All recommendations and advice are informed by the evidence observed. While every effort has been made to accurately interpret current Acts, Regulations, and Approved Codes of Practice, only the Courts can provide authoritative interpretations. Implementing the recommendations in this report may help support compliance with the Equality Act 2010 and the Disability Discrimination Act (DDA), but does not guarantee compliance.

The school's capacity to address areas identified for improvement may be limited by various factors beyond the control or influence of the management and leadership team.

Existing buildings cannot be considered fully compliant with the Equality Act or DDA. Unlike new buildings, which must include features such as disabled access and accessible toilets, existing structures are expected to make "reasonable adjustments" to improve accessibility. Since the legislation does not prescribe specific measures, compliance cannot be used as a definitive measure of a building's accessibility.

It may not be feasible to inspect every occupied room during a school site visit. In larger schools, a representative selection of teaching spaces and staff or visitor work areas will be reviewed. Spaces not used for educational purposes, along with any rooms not accessed during the audit, are excluded from this report.

This report includes externally sourced images for best practice recommendations, which are provided for illustrative purposes only.

3. Contextual Information of the School

Ryhall C of E Primary School is centrally located within the village. Its position is highly integrated into the village's layout, specifically:

Adjacent to the Church: Positioned right in the heart of the village on Church Street, the historic St. John's Church plays an active role in school life.

Accessibility: Once inside the village, the layout is highly walkable, though it retains its historic character: Central village amenities—including the primary school, the historic St. John's Church, the Ryhall Library, and the Ryhall Village Hall—are clustered closely together around Church Street and the village square.

By Car

Ryhall is easily reachable by car via standard regional routes, making it highly convenient for commuters and visitors:

- **The A1 Core Link:** The village is located just a few minutes away from the A1 major dual carriageway. Drivers can leave the A1 at the Stamford junction and transition directly onto local links.
- **The A6121 Route:** The main road running directly past the edge of the village is the A6121, which connects Stamford to Bourne. Turning off the A6121 onto Rutland Way takes you directly into the heart of the village centre near the school and community venues.
- **Stamford North Infrastructure:** The area's road accessibility is set for further integration with ongoing local development plans for the "Stamford North" urban extension, which features a planned link road bridging the B1081 Old Great North Road directly across to the A6121 Ryhall Road.

By Public Transport

- **Bus: Direct Local Buses:** Delaine Buses and local operators run regular routes through the village. The most prominent services are the 4, 201, and 202, which stop right by the village at Coppice Road and The Square.
- **Stamford Commute:** There is a direct hourly bus from Ryhall to Stamford town centre that takes just 8 to 10 minutes, giving residents easy access to larger retail centres and connections.
- **CallConnect On-Demand:** For flexible travel, the county provides the CallConnect on-demand bus service, which allows residents to pre-book point-to-point mini-bus transport across Rutland's rural network.
- **Rail:** The closest railway station is Stamford Railway Station, which provides direct links to Peterborough (for fast East Coast Main Line trains to London King's Cross), Leicester, and Birmingham.
- **Air: The most practical airports for accessing Ryhall are categorised by proximity below:**

East Midlands Airport (EMA)

- **Driving Time:** Around 1 hour 15 minutes (approx. 44 miles via the A46 and A606).
- **Public Transit:** Roughly 2.5 hours. You can catch an airport bus to Long Eaton or Leicester, and then transfer to a direct train to Stamford.

London Stansted Airport (STN)

- **Driving Time:** Around 1 hour 30 minutes (approx. 78 miles straight up the A14 and A1).
- **Public Transit:** Highly convenient. CrossCountry operates direct, seamless trains from the terminal station at London Stansted Airport straight to Stamford Station without requiring any train changes. From Stamford, Ryhall is just a swift 8-minute local bus or taxi ride away.

Location details: Ryhall C of E Primary School is located just along a side road from the village hall.

Address: Church St, Ryhall, Stamford PE9 4HR

Parking and Access: Access is primarily via Church street. Parking is available along the wider section of Church street within a short walking distance to the school. The accessible entrance is at the side of the

school. The school has good sized outdoor spaces including a playground and field accessible directly from the side and rear of the school building. The school is built mainly on one level. Most areas of the school are accessible.

There are good pedestrian routes around the site.

Limited parking is available for staff and there is one disabled parking spaces available, near the front of the main school entrance.

Pupils on roll	193	One form entry
PAN	30	210
All year groups full?	No	Full in year 3,5, 6
Pupils with Special educational needs	21	11%
Pupil Premium	30	16%
English as an additional Language (EAL)	4	2.1%

Our school vision, 'Life in all its Fullness – making memories and building futures'
John 10:10

3.1 Special Educational Needs Co-Ordinator (SENCo)

Jenny Murray is the SENCo at the school, having been appointed in April 2023. Jenny works one day a week, with no teaching commitment within the school. Jenny has a good understanding of the SEND needs within school to ensure this remains a high priority.

An Accessibility Audit of Ryhall CE Primary school took place on 25.09.2026, in order to update to the plans for the school and determine a course of action necessary to support our pupils. This visit was also used to review any actions from the previous accessibility plan.

The audit was carried out in conjunction with the Principal (Alan Reed) with additional information utilised from the school website and discussions with staff.

The Audit describes accepted best practice where appropriate and makes recommendations to improve the accessibility to information, the site and curriculum.

Actions from the previous Audit:

- All staff understand the needs of pupils with a disability and how they can be best supported to access the full curriculum.
- Tailoring resources to support access to the curriculum.
- Curriculum resources represent an inclusive cross-section of society

The updated Accessibility Plan details recommended improvements to be made over time. Although updating the Accessibility plan is an on-going process, a further audit will be completed in one year (April 2027) to identify additional progress made and next steps to further promote accessibility.

4. Accessibility Plan

This plan summarises the development priorities in the three areas specified by the Equality Act: **accessible information, the physical environment (buildings, grounds) and curriculum participation.**

Our school is committed to working with our families to make reasonable adjustments that enable every child to take part in all areas of school life and to eliminate barriers to learning.

The main priorities in our accessibility plan focus on:

- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled
- Improving the accessibility of the school's physical spaces to support disabled children and young people in engaging with their education and associated services
- Increasing the extent to which disabled children / young people can participate in the school curriculum.

Ryhall CE Primary will monitor the implementation of the plan and will carry out on-going reviews of the access needs of the school.

Feedback from pupil, parents, visitors to our school, and external agencies will be sought as part of the review of this audit. Any feedback received will be considered, when devising the next accessibility plan for our school due in 2027.

Schools to populate this table in conjunction with the Head of Estates, after completing an accessibility audit.

	Focus / Objective	Action	Possible Interim solution	People Involved / Responsible	Timeframe	Budget considerations	Outcome / Review Evaluation
	Improve Signage	Recommendation: Add signage to the single pedestrian gate to call the office to gain entry during school hours, should accessible entrance be needed		HT	Autumn Term	N/A	Accessible entrance is available to visitors
	Site area	Recommendation: to replenish the chipped bark to support a smoother transition and reduce tripping hazard from plastic underlay	Rake the chippings for a more even surface	HT	Autumn Term	Nominal	Reduced tripping hazard and improved transition
	Classroom	Recommendation: Ensure all classroom whiteboards/teaching spaces are uncluttered to avoid over stimulation and support focus		CTs	Autumn Term	N/A	Improved focus and reduced distraction during whole class input
	Sense of belonging	links with community social groups and community initiatives to be created and developed		HT / SENCo	Spring Term	N/A N/A	Sense of belonging in school is strengthened

5. Audit Outcomes

PDET Schools Audit Outcomes	Notes
Compliant	An effective approach that promotes accessibility for the vast majority of children, staff, and visitors.
Improvement recommended	The practice could be improved to better support accessibility for pupils, staff, and visitors.

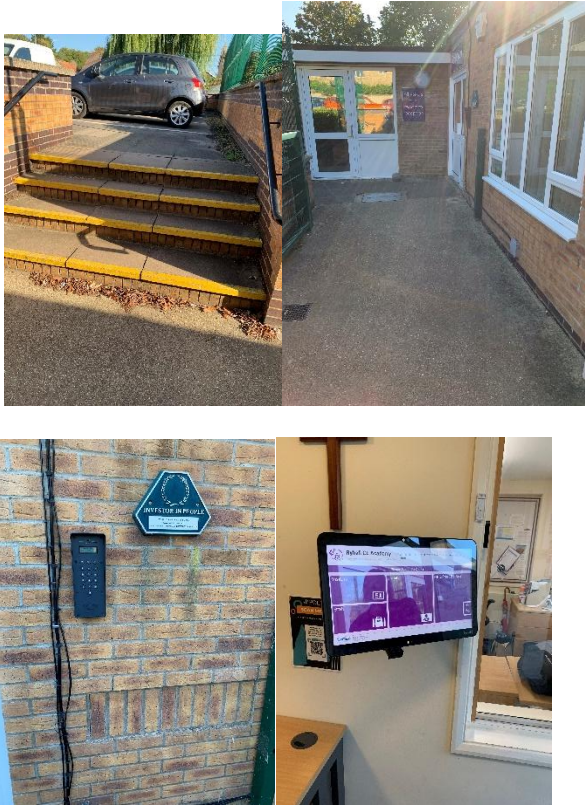
6. Site Information

PDET Schools minimum Expectancy	Notes
All schools must have LED lighting throughout, including external access areas	Additional lighting will be installed by PDET if required
All changes in levels, steps, and ramps must be clearly marked at least once annually	If further visual enhancements are necessary, adjustments will be made, where reasonably practicable
All internal flooring must be secure and free from trip hazards. Damaged areas should be clearly marked and repaired promptly	

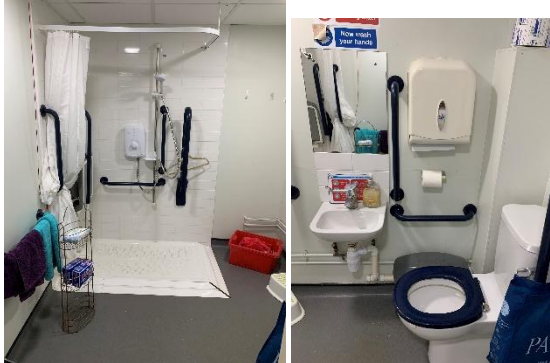
7. Accessible Information

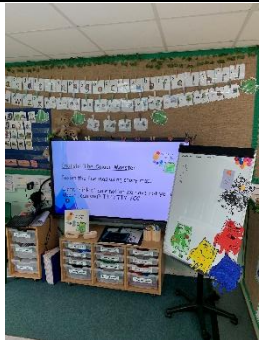
Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Staff training on equality and disability	- Most staff have a good understanding of how to support a child/visitor with their needs. - All staff have undertaken Equality and disability training - Medical training is sourced for individual children, where needed, for example diabetes training which has been provided and updated for relevant staff. This is provided by NHS specialist Nurses. - SEND CPD is offered through ongoing meetings for all staff on a regular basis - CPD sessions for teaching assistants are held through staff meetings, to their support training needs - Whole staff SEND training is provided at beginning of the year, and this is monitored throughout the year to ensure the processes and practise are embedded across the school.	Compliant		
Staff knowledge of support technology and supportive strategies for assistance	- Staff are trained to use specific technology for individual children, where needed. IDL is used for Dyslexia support. All year 5 and 6 have a device to use in class. 'Screenshare' is used regularly during lessons. - Support technology is documented on the individual pupils passport, which is readily available to all staff in the classroom - Some staff have good experience with working with children with hearing impairments, and we have invested in a hearing loop for KS1. - The Visual Impairment team visits school every year to support and to revisit training for identified children, when needed. - School works closely with the Sensory impairment team from the LA. - Support strategies are reinforced through whole staff training and resources are available for staff to access. Staff would contact the SENDCo for individual support, if this is needed.	Compliant		
Arrangements for providing adaptive materials and resources e.g. large print, digital	- This is provided as required. - There are currently no children with a visual impairment who need supporting with adapted materials and resources - Advice and support are sought from the sensory impairment team, where needed to ensure staff are suitably skilled. - Enlargements can be made using the Interactive whiteboard in classrooms and pupils IPAD tool. - Staff can provide enlargement of any school information / policy, if needed for visitors and use tools such as google translate to help parents or visitors with English as an additional language.	Compliant		
Website and social media platform communications	- The website is clearly organised and has headings to support content organisation. - Information, documents and policies can be found easily. - Policies relating to SEND access and the SEN information report are available. - The website colour schemes and contrast have been considered with care and forms have been designed for accessibility, with support options available.	Compliant		
Complaints Procedure	Current policy uploaded to the school website. Enlarged paper copies available on request.	Compliant		

8. The Physical Environment (Buildings and Grounds)

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Access leading to site, including public transport routes	- The footpath to the school site is separate to the vehicle access, which is situated to the side of the school building - Vehicle access is directly in front of the school accessed via a small lane with separate footpath - There is a public transport route, namely a bus, directly into the village - The entrance to the accessible parking spaces is wide and clear.	Compliant		
Disabled parking facilities	Disabled parking on site for one parking space to the side of the front entrance.	Compliant		
Main Entrance	- Entry to the front of the school is adjacent to the accessible vehicle access. The front entrance approach is via a gated vehicular/pedestrian entrance, which remains open during the school day - The front door threshold is colour contrast - Inside the front entrance the reception area has a window to access office staff. - The Tablet for 'signing in' is at an accessible height, with an additional desk for access at desk height	Compliant	Recommendation: Add signage to the single pedestrian gate to call the office to gain entry during school hours, should accessible entrance be needed 	
Other access areas	School has vehicle access for deliveries and/or Ambulance access. This entrance is not used by pedestrians to access the site, at the same time	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
	Pupils enter the school site via the vehicle/ambulance entrance (via the village playing field side of school) although vehicles do not access this at the same time			
School perimeter	Entire school site is surrounded by high level security fencing, with a locked double gate that accesses the village playing field as a route of emergency refuge, should this be needed	Compliant		
Signage	Clear signage is used to show emergency evacuation points, and accessibility support. All signage has a light/lit background and dark font or is colour contrast and is height appropriate.	Compliant		
General site areas	- All walkways and doorways are kept clear of obstruction, tidy, and have appropriate lighting. - The outside forest area footpath is laid to chipped bark with a border which has been laid flat and wide, showing clear contrast of path to border	Compliant	Recommendation: to replenish the chipped bark to support a smoother transition and reduce tripping hazard from plastic underlay 	
Ramps	- Most of the site is built on ground level, with steps up in the hall for KS1 eating area and internal access to the kitchen and Reception classroom - The external access to the reception play area is via a sloped ramp, and the hall and classroom can be accessed via a side door (single door to classroom/double door to the Hall) - The main accessible entrance has a slight slope towards the front entrance door and single gate (accessed from the playground)	Compliant		
Steps / Stairs	- This site is on one level across most areas of the school, with steps up in the hall for KS1 eating area and internal access to the kitchen and Reception classroom - There are evacuation routes at the rear/side of each classroom, with a small threshold lip on each doorway. - Alternative exits are available at the end of each corridor via a small lip on the threshold. The thresholds are colour contrast and are clearly visible - When appropriate, Fire Marshalls are allocated to support pupils from within the staff of that classroom, and this is identified on the pupil's PEEP.	Compliant		

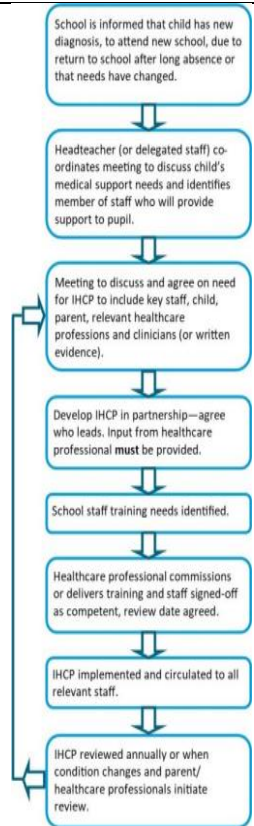
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
Toilet facilities	- The main building has an identified accessible toilet. The toilet is uncluttered, ready for use and has clear signage - The toilet contains an accessible shower area with curtain, with access to support needs and resources within a moveable equipment stand.	Compliant		
Medical facilities	- An area has been identified to store medical support equipment. - First Aid equipment has an identified area in school (in the staffroom), that is clearly visible and accessible - PPA equipment are also stored with the First aid supplies - First Aid is administered in/near the classrooms or near the main school office area, and privacy and dignity are considered when supporting a child. - Rucksacks are used to store readily available medications for children, RED for Urgent Meds eg EPIPEN and ORANGE for non-urgent. These are kept in the classrooms and easily accessible and contain copies of allergies and care plans - Staff have a process in place to ensure the medication packs are within date and are replenished	Compliant		
Teaching spaces	- All classrooms are regularly checked to ensure they are uncluttered, and easily accessible - Areas around the whiteboard / teaching space are mostly uncluttered to avoid overstimulation and support focus - Opportunities to maximise the use of natural lighting and sound absorption are utilised - Teaching / learning opportunities are provided at an accessible height so all pupils can access. - Sensory support room has window blinds to reduce light infiltration, and sensory items on a low level, so all pupils can access these	Compliant	Recommendation: Ensure all classroom whiteboards/teaching spaces are uncluttered to avoid over stimulation and support focus	

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
Social spaces	There are many identified areas within school to offer social spaces to support positive interactions and inclusion of all, both inside and outside of the building.	Improvement recommended	Recommendation of links with community social groups and community initiatives to be created and developed (Opportunities for children to develop sense of belonging within the community to be further explored)	 
Lunch area	- Pupils have cooked dinner and packed lunches and are seated in the hall, which you can enter from the main corridor. Both KS1 and KS2 can enter directly into the hall area - KS1 seating area is situated on a level accessed via a set of steps, which can also be accessed via the EYFS classroom door - The serving areas is at a height that can be accessed by a wheelchair user. The dining tables are height appropriate to allow both wheelchair users and non-chair user to access. - The area around the hall during lunchtime is clear and uncluttered - Adapted cutlery is available for identified children are angled to allow all children to grip the handle securely, where needed, to support all children to be independent. The pupils are encouraged and supported to use these consistently by the lunch staff. Advise has been obtained from OT around the implementation of the use of this cutlery. - Blinds are in place to reduce sunlight glare	Compliant		   
Doors	- There are some doors that are double doors, the double doors within school open widely to allow easy access. - Some door handles are at an accessible height, although the higher handles/security electronic release pads are in place for safeguarding purposes	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
	- Front gate which leads to the office door, has an electronic door opening button to automatically open the door for any visitor, and can be operated from both the inside and outside - Doors are clearly signed as fire doors - Transition areas between classroom and corridors around the site are kept clear and unobstructed to support pupils and visitors with a visual impairment. - Some doors have an auto-release mechanism to close door when the fire alarm sound			
Emergency Evacuation, Rescue space and lockdown procedures. PEEP	- Identified staff have experience of supporting children with evacuation needs. Identified children have PEEPs to support safe evacuation - These are formed as part of a co-production with children / parents / carers to ensure all children feel safe and supported. Advice taken from Sensory impairment team for recommendations for evacuation for identified pupils, where needed - Staff have annual training on emergency evacuation and their roles within this. Lockdown procedures are in place, and all children's support / access needs are taken into account when planning refuge - All children have had opportunities to practice their 'Fire drill' evacuation procedures.	Compliant		

9. Curriculum Participation

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Suitable qualifications / experience of staff	- The SENCo has undertaken the SENCo qualification, and qualified in November 2011 and has experience in both teaching and supporting children with additional needs - All staff receive annual updates on SEN support in addition to on-going relevant CPD training for support staff depending on the needs of the children. - SEND support and child updates are shared with staff on a needs basis to ensure all staff are suitably updated and informed.	Compliant		 National Professional Qualification (NPQ) for SENCOs National Professional Qualification for SENCOs – Priority for SENCOs, subject leaders or aspiring SENCOs
School leadership and staffing deployment	- The SEND provision forms part of the Academy improvement plan (AIP) and is regularly discussed to seek improvements. The SENCo works closely with the school Principal and this supports the decision-making and ensure timely processes around SEND and support for a child, to include staffing allocation and funding to support this. - Where additional support is deemed necessary to support a child to progress, the SENCo will consider the schools provision map and staffing allocation and possible funding streams that might be needed. A provision Map is in place to review the quality of the provision.	Compliant		
Admissions and Transitions	- Peterborough Diocese Education Trust (PDET) are responsible for admissions for our school. All places are allocated in accordance with our Admissions Policy, which is available to view and download on the school's website. - Children are supported with transition meetings prior to starting at the school where appropriate, to ensure a smooth, safe and supported journey into our school. Visits are encouraged to our school. The children commencing Early Years have a home visit with the EYFS Lead and class teaching assistant as part of the transition process on first two days of term. They then have a visit to the class, and we begin with 2 mornings of 15 children. The class teacher visits the previous settings in the summer term. It is arranged that an adult from the pupils previous setting helps with transition. - Parents are part of the transition plans and are consulted, to decide on best supports for the individual child - Transitions are supported by our school staff having a good relationship with our feeder schools to be able to liaise with them early on in the child's journey, to the next stage of their education. (Local Pre-school, nursery and childminders, as well as Casterton secondary, Bourne Grammar school, and Welland Secondary of which are nearby and Ryhall have a close relationship with them all). This will support a positive transition and ensure that the children's needs are supported in readiness for their arrival and they are supported to alleviate any fears or worries about them moving on. - Our school also works with any other settings, so the relationships with children and parents begins early, to gain a good understanding of future children's needs and how we can best support them. This helps with our future planning.	Compliant		
Safeguarding	All children are safeguarded in accordance with our Safeguarding policies, which are available to view on our school's website. All children are encouraged to share their views of the support they receive and	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	where they wish to be supported differently. Pupil voice is also gained via pupils being represented on our Eco Council, School Council, Kind to your mind, Arts council, Travel ambassadors, House captions and sports leaders. • All staff receive safeguarding training and national updates annually with additional termly updates throughout the year. • The school site is secured by a secure fencing. Visitors to the site can enter via the main entrance where they are expected to sign in and be given a safeguarding leaflet and an ID badge, clearly identifying them as a visitor. (Green lanyard is used to signify a person with a DBS and a red lanyard is used to signify a person with No DBS) Visitors without a current DBS certificate will be accompanied by a member of staff throughout their visit. Staff have a purple lanyards and ID badges			
Pupils with Medical and / or Health needs	• Children are supported with a transition plan on joining the school, where we are informed of any medical/health needs. Where support is required, an Individual Health care Plan (IHP) is put into place. • These plans are co-produced with parents/carers and medical professionals involved in the care of the child. The support needs of the child will be clearly identified in the plans. • These plans will be reviewed on a regular basis and will be shared with the relevant support and teaching staff when they transition into their next class. • External agencies are utilised to support our children to include a close working relationship with the NHS and OT. There is a wide range of services that work with the school when needed, to include; the sensory impairment team, disability team, Diabetes team, Allergy and Epilepsy team, Bowel incontinence team, the school Nurse, and MHST. The child's care plans are updated as per their expertise.	Compliant		 <pre> graph TD A[School is informed that child has new diagnosis, to attend new school, due to return to school after long absence or that needs have changed.] --> B[Headteacher (or delegated staff) co-ordinates meeting to discuss child's medical support needs and identifies member of staff who will provide support to pupil.] B --> C[Meeting to discuss and agree on need for IHP to include key staff, child, parent, relevant healthcare professions and clinicians (or written evidence).] C --> D[Develop IHP in partnership—agree who leads, input from healthcare professional must be provided.] D --> E[School staff training needs identified.] E --> F[Healthcare professional commissions or delivers training and staff signed-off as competent, review date agreed.] F --> G[IHP implemented and circulated to all relevant staff.] G --> H[IHP reviewed annually or when condition changes and parent/healthcare professionals initiate review.] H --> C </pre>
Pupils with Special Educational Needs and/ or Disabilities	• Children are supported with their individual needs, and children are provided with tools and resources to support them. Adjustments in the classroom are made on a case-by-case basis to support them, often from conversations held with the child on how they like to be supported. When adjustments are made, these are reviewed regularly so we can be pro-active in adapting the support in a timely manner.	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Pupils that are young carers	Children are supported through pre-agreed flexibility or different arrangements for our young carers when it comes to: • Deadlines for work/practical tasks • Punctuality and attendance expectations – for example, a pupil is supported by agreeing to start school 10 minutes late if they need to drop off a younger sibling, and make time for them to catch up on missed learning at other times in the school day • Phone use – for example, allow a pupil to call their parent/carer during lunchtime • Behaviour expectations and sanctions – for example, allow a pupil attend detentions/time out at lunchtime rather than after school • Allow the young carer to take a break from the classroom if they are feeling angry and/or upset • The young carer is supported through an identified (chosen by Child) trusted adult in school who understands their situation and who they know they can go and talk to at any time, especially if they're having a bad day. The child is supported to have as much time as possible during the school day to: • Play and have fun • Socialise with other children their own age • Relax and be free of responsibility Consideration is also given to them having extra play time, running play interventions or giving them extra time to work on projects with their friends. There are currently no pupils that we recognise as Young carers in our school.	Compliant		
Educational visits co-ordination (EVC)	• All off site school visits are planned as part of the school annual planner. During the planning stage, the Educational Visits co-ordinator (EVC), Mrs Hicks who is also the Year 4 teacher, and Mrs Pacitti, (Admin staff) ensures the visits are inclusive for all. • Some visits may need to have some adaptations included, and where possible the visit will be designed so everyone can participate fully. • Individual health care plans and risk assessments will be consulted in advance of each visit to ensure that all safety precautions are taken and considered. The Plumsun online platform is used for risk assessments, EVCs are trained to risk assess the child as per their individual needs. • Plumsun is used to record the assessments.	Compliant		
Supporting pupils to access the curriculum	• All areas of the curriculum should be available to children regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity is used for all children. The school provides support to all children to enable them to successfully access the curriculum and show individual progression from their starting point. The curriculum provides opportunity to explore and discover the world around us and develop an understanding of how we are part of this world. The opportunity is provided by a variety of mediums to include practical, theory, creative application and through artistic expression • The school uses 'Quality first teaching' (QFT) to promote learning and improve outcomes for all, and use of modelling, scaffolding and adaptations with increasing precision to support our children. The	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	children are supported by questioning them and checking they have understood what is being asked of them and what has been taught, for example by using 'What have you understood?' • Ensuring pupils are given thinking time' when asking questions to allow them to have 'take up time' supports them to be able to verbalise their thoughts and understanding • Tailoring resources to support access to the curriculum, to include examples of people with disabilities. Sensory equipment is available throughout the day, and sensory circuits are accessible at the beginning of each day to support the transition into the daily routine • Review of the curriculum to ensure it is inclusive is undertaken as changes are made • The children are expected to make progress which compares well to other children in school and nationally. The progress of children with SEND are monitored regularly via provision map and 'pupil progress meetings' • Specific staff training is provided to improve access to the curriculum, where required • Where appropriate, the school purchases books with large print, writing slopes, pencil grips, or adjustable chairs for adults, postural support chairs, wheelchairs, radio aids, soundfield system, adaptive games, adaptive cutlery, wobble cushions, sensory equipment. • Physically disabled children may use powered wheelchairs or large support equipment which can be quite large (older accessible equipment may be too small), in such cases our school would plan to improve access for larger equipment users in accessing the school site and curriculum as part of the Estates Planning Process (see Flowchart of Estates planning process, section 10).			

10. Flowchart of Estates Planning Process

