

Liverpool Progressive School Accessibility Audit



Policy Number:	LPS_S_01	Originator:	Linda Dunbavand, Lukasz Miecznikowski
Issue Number:		Authoriser:	Jason Goddard
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Next Review Due:	01/03/2018	Policy Location:	Children Services

Name of school: **LIVERPOOL PROGRESSIVE SCHOOL** Contact Person: **LINDA DUNBAVAND**

Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Section 1: DISABILITY AWARENESS / TRAINING	1	2	3	4	Comments for school use
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?			x		Plans to improve provision, reviews for TLAs and teachers
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				

Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?					
3. Do all staff seek to remove all barriers to learning and participation?	x				
4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	x				
5. Are all children and young people encouraged to take part in music, drama and physical activities?	x				
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				

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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				
8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	x				
9. Do you provide access to appropriate technology for those with disabilities?	x				
10. Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	x				

Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR <u>ANYONE</u> WHO NEEDS IT?					
11. Do you have arrangements to 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?	x				
12. Do you have the facilities such as ICT to produce written information in different formats?	x				PECS
13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?		x			Parents need to be consulted regularly to ensure information is delivered to all without exception
14. Is furniture and equipment selected, adjusted and located appropriately?	x				We constantly review the provision for pupils whose needs change and provide accordingly

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15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		x			Not all but those with specific contact.
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Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?
(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)

NAME OF BLOCK

NAME OF CLASSROOM Number of teaching spaces in CLASSROOM	
NAME OF CLASSROOM Number of social spaces in CLASSROOM	

NAME OF CLASSROOM Number of those teaching spaces which are accessible:	
NAME OF CLASSROOM Number of those social spaces which are accessible:	

4a GENERAL	1	2	3	4	Comments for school use
18 Are pathways and routes logical and well signed? (both internal & external)	x				External signage for visitors.
19 Do you have emergency and evacuation procedures to alert ALL pupils?	x				
20 Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				

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21 Do furniture layouts allow easy movement for pupils with disabilities?		x			But some classrooms would be restrictive with size or room & large pupil numbers
22 Are quiet rooms/calming rooms available to children who need this facility?	x				Access toilet, spare classroom is used, with plans agreed and implemented to build a specific EXTRA CLASSROOM

4b GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
23 Are car park spaces reserved for disabled people near the main entrance?	x			2 park spaces reserved for disabled people
24 Are there any barriers to easy movement around the site and to the main entrance?		x		
25 Are steps needed for access to the main entrance?		x		
26 Do all those steps have a contrasting colour edging?		x		
27 If there are steps, is a ramp provided to access the main entrance?	x			
28 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		X		
29 Is it possible for a wheelchair user to get through the principal door unaided?	x			
30 If no, is an alternative wheelchair accessible entrance provided?			x	

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4c INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
31 If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	x			
32 Do all internal doors allow a wheelchair user to get through unaided?	X			
33 Do all the corridors have a clear unobstructed width of 1.2m?	x			
34 Does the block have a wheelchair accessible toilet?	x			
35 Does the block have accessible changing rooms/shower facilities?	x			

4d VERTICAL MOVEMENT					
36 How many storeys in the block? <i>Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey (see guidance notes)</i>	a	b x	c	d	
	Yes	No	N/A	Comments for school use	
37 If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			x	NOT FOR STUDENT USE	
38 Is there a continuous handrail on each internal stair flight and landing?	x				
39 Does the block have a lift that can be used by wheelchair users?	x				
40 Do you have any other sort of mechanical means provided to move between floors? If yes, please state (<i>see guidance notes</i>)	x				
41 Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	x				

4e SENSORY IMPAIRMENT	1	2	3	4	
42 Are non-visual guides used to assist people to use the buildings? (<i>see guidance notes</i>)				x	Needs addressing

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43 Could any of the décor be confusing or disorientating for pupils with disabilities?			x	Don't know - Need advice
	Yes	No	N/A	Comments for school use
44 Is a hearing induction loop available (either fixed or portable) in the school? (<i>see guidance notes</i>)		x		
45 Does the block have a "Soundfield" sound reinforcement system?		x		
46 If there is a "Soundfield" system, in what area? (<i>please state here</i>)				
47 Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	- No flashing lights			