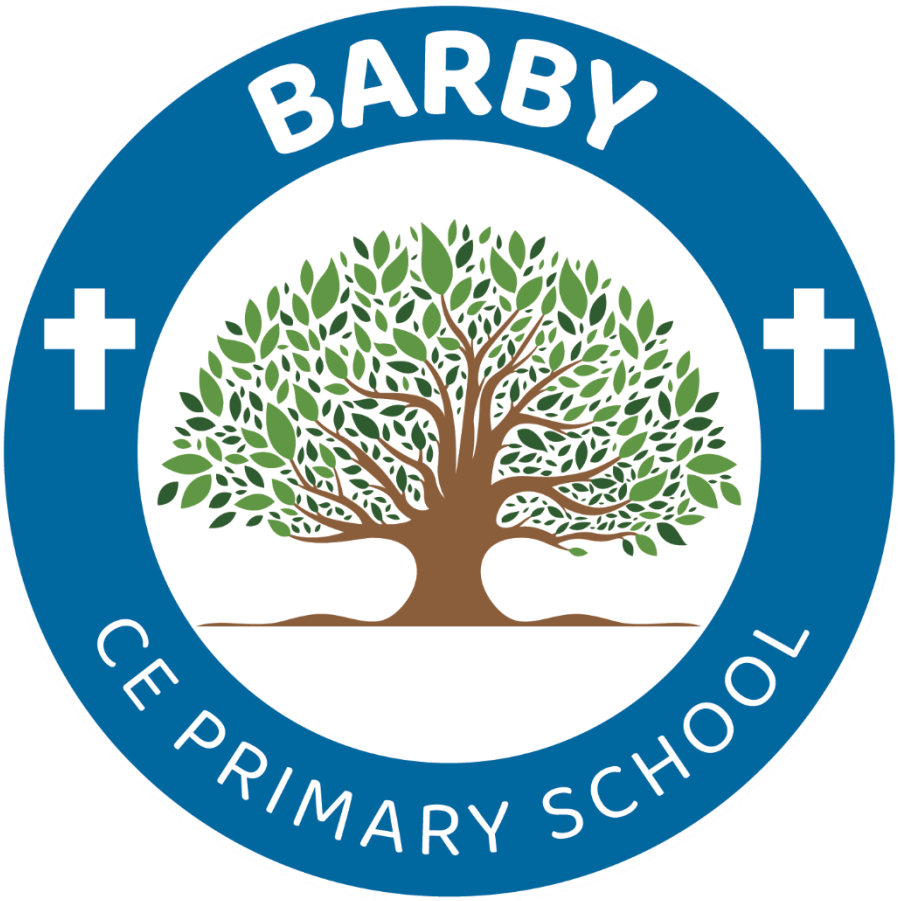


Accessibility Audit and Plan

Date audit review carried out 28.04.2026
Audit review carried out by Suman Bedi and Stephanie Awbery
Renewal date due (every 3 years) 1st April 2027

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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 (November 2023)
- Fact-finding from a physical school visit (28.04.2026)
- 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

Barby is a village and civil parish about 5 miles (8 km) north of Daventry in Northamptonshire. The 2011 Census recorded the parish population as 2,336. Barby is located right off the M45 motorway a short spur from the M1 motorway to the A45 Trunk Road.

North of the village is a Norman motte and earthworks but no bailey. It is called Barby Castle but is really the site of an early fortified manor house. The abandoned village of Onley is in the north-west of the parish.

Public Transport

- **Bus:** Barby village is served primarily by the D1 bus route (Stagecoach Midlands), providing transport links between Rugby and Daventry. Buses run approximately every two hours, Monday to Saturday, departing from the village bus shelter. The service takes roughly 22 minutes to reach Daventry and around 34 minutes to Rugby.

  Key Bus Routes: Stops in Barby: Bus Shelter, both opposite and outside the Primary School and both sides of Ware Road.

- **Rail:** There is no train station in Barby. The nearest major railway station is Rugby rail station (roughly 4-5 miles away), connecting to London Euston and Birmingham New Street.

Access: To reach the station by bus, passengers can take the D1 to Clifton Road in Rugby and walk approximately 10 minutes via Railway Terrace.

- **Air:** Several major airports serve Barby, with Birmingham Airport (BHX) being the closest and most accessible by public transport.
  - **London Luton Airport (LTN):** Requires a train change, typically via London (Euston to St Pancras/Farringdon) or through connections at Milton Keynes/Bedford to catch the Luton Airport Express or Stagecoach MK1 bus
  - **East Midlands Airport (EMA):** Accessible by taking a train from Rugby to Long Eaton or Leicester. From these stations, the Skylink shuttle bus runs 24/7 directly to the airport terminal.
  - **Birmingham Airport (BHX):** The most direct link. From Rugby Rail Station, London Northwestern Railway (4.7 miles from Barby), direct trains reach Birmingham International in roughly 20–30 minutes. A free Air-Rail Link monorail then takes you from the station to the terminal in 2 minutes.

Address: Address: Daventry Road, Barby, Rugby, CV23 8TR.

Location details: Barby C of E Primary School is located on Daventry Road in Barby, it is situated roughly between the junction with Ware Road and the southern edge of the village, a short walk from The Barby Cricket Club.

Parking and Access: Access is via Daventry road. Parking is available onsite and along the wider section of Daventry Road directly outside the school. The accessible entrance is at the front of the school. The school has good sized outdoor spaces including a playground and field accessible directly from the front 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 space available, near the front entrance of the school building.

Pupils on roll	94	Mixed aged classes
PAN	15	
All year groups full?	No	Reception class is currently full
Pupils with Special educational needs	22	22.9%
Pupil Premium	9	9.4%
English as an additional Language (EAL)	6	6%

Our school vision, we are a nurturing, inclusive, learning community that celebrates all, through a journey of exploration, engagement and enrichment, enabling everyone to build resilience, flourish and grow together in God's love.

Belong, Grow, Achieve

"Let your light shine" Matthew 5:16

Barby is a small, friendly, rural school with a welcoming ethos where children are at the heart of all that we do. Our unique, caring and family atmosphere is rooted in Christian Values and our professional relationships with each other, the children and our families. We recognise that education is a partnership between parents, children and school.

3.1 Special Educational Needs Co-Ordinator (SENCo)

Nikki Sawyer is the SENCo at the school, having been appointed in Jan 2026

Nikki Sawyer works one day a week and has no teaching commitment. Nikki Sawyer has a good understanding of the SEND needs within school to ensure this remains a high priority.

An Accessibility Audit of Barby CE Primary school took place on 28.04.26, 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 Headteacher (Mrs Suman Bedi) 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 since the previous Audit:

- Review of the curriculum to ensure it is inclusive
- Access to statutory assessment

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.

Barby 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	Interim solutions	People Involved / Responsible	Timeframe	Budget considerations	Outcome / Review Evaluation
Short Term	Staff development	All staff to complete Equality and Diversity Awareness training to support gaining a wider understanding. If needed the school can provide support to access the online training		SENCO / HT	September 2026	N/A	Knowledge and understanding for supporting disabled children has improved
Medium Term	Staff area	Recommendation that there is a chair in the staffroom with supportive arms at each side, to support a visitor/ staff stability	Move a chair from across school, when needed	HT	Autumn 2026	N/A	Accessible seating available for staff and visitors
	Access to information	An accessibility tool to be added on the website	Provide a paper copy of necessary information or policies, where requested	HT	Autumn 2026	N/A	School information more accessible
	Access	• Add signage to the entrance gate to direct to the accessible parking bay and add signage to the bay. • Replace door lock on accessible toilet to ensure this is secure and safe	Use wide toilet in main building, until addressed	HT	Autumn 2026	N/A	The school site is accessible and secure to pupils and visitors
	Sense of belonging	• Links with community social groups and community initiatives to be created and developed • Buddy bench to be identified- signage to be added	Consider links with the PTA to extend school relationship with the community	HT	Autumn 2026	N/A N/A	Sense of belonging in school is strengthened

5. Audit Outcomes

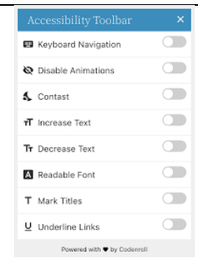
PDET Schools Audit Outcomes	Notes
Compliant	An effective approach that promotes accessibility for the vast majority of children, staff, and visitors.
Improvement recommended	The practice could be improved to better support accessibility for pupils, staff, and visitors.

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	

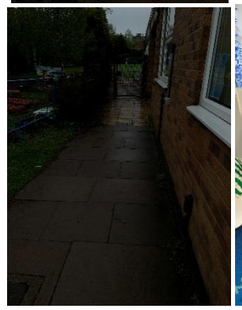
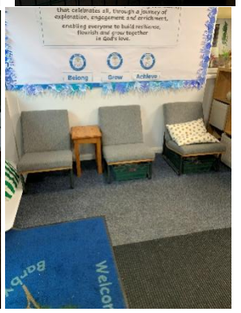
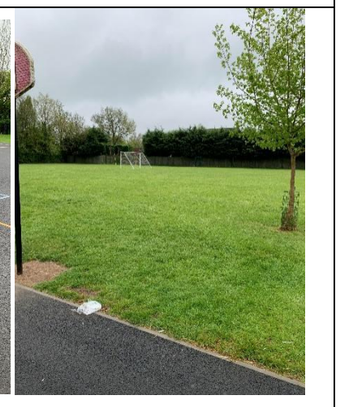
7. Accessible Information

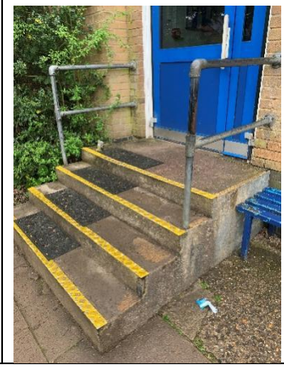
Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Staff training on equality and disability	• Some staff have limited understanding of how to support a child/visitor with their needs • Medical training is sourced for individual children, where needed, for example diabetes training can be provided and updated for relevant staff. This is provided by NHS specialist Nurses. • SEND CPD is offered through ongoing meetings, whereby this is addressed every staff meeting, each week.	Improvement recommended	All staff to complete Equality and Diversity Awareness training to support gaining a wider understanding.	
Staff knowledge of support technology and supportive strategies for assistance	• Staff are trained to use specific technology for individual children, where needed. This is documented on the individual pupils passport, which is readily available to all staff in the classroom • Some staff have limited experience experienced with working with children with visual impairments, although can be supported via the Sensory impairment team, should a pupil need this level of support • Staff has experience of supporting pupils with a hearing impairment. There are currently two pupils with a hearing impairment. The Sensory Impairment team visits school every year to support and to revisit training for identified children, with a care plan • 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. • Pupils are supported with adapted materials and resources as needed. • 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. • The use of Pictorial or symbolic representations are utilised, where appropriate. (Widgets) • 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	Keep an enlarged copy of the school safeguarding leaflet (and any other information which is routinely shared) to provide to visitors, if required.	

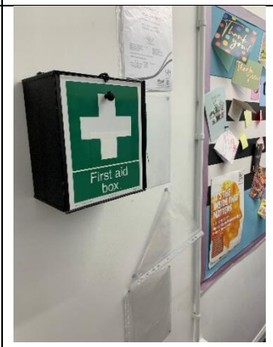
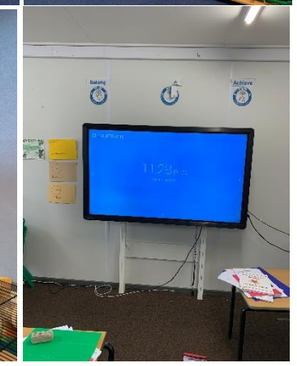
Website and social media platform communications	• The website is clearly organised and has headings to support content organisation. • Information, documents and policies can be found easily. • Policies relating to SEND access and the SEN information report are available. • The website colour schemes and contrast have been considered with care and forms have been designed for accessibility, with support options available.	Improvement recommended	Recommendation: An accessibility tool on the website	
Complaints Procedure	• Current policy uploaded to the school website. Enlarged paper copies available on request.	Compliant		

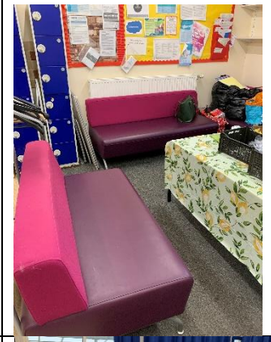
8. The Physical Environment (Buildings and Grounds)

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Access leading to site, including public transport routes	• Road markings are clear at the front entrance • This footpath to the school site is separate to the vehicle access • There is a public transport routes, namely a bus, directly into the village • The access to the car park is wide and clear.	Compliant		
Disabled parking facilities	• There is one disabled parking on site for staff or visitors.	Improvement recommended	Add signage to the entrance gate to direct to the accessible parking bay and add signage to the bay.  EXAMPLE	

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Main Entrance	• Entry to the front of the school is adjacent to the vehicle access. The front entrance approach is via a gated entrance with an intercom • The front gate has an intercom at height appropriate level, with signage to direct call to office for support, if needed • The front door has a colour contrast handle, and the door threshold is also colour contrast • Inside the front entrance the reception area has an accessible area for visitors to sign into school.	Compliant		   
Other access areas	• School has vehicle access for deliveries and or Ambulance access. This entrance is not used by pedestrians to access the site. Separate gate adjacent for walking onto school site	Compliant		
School perimeter	• Entire school site is surrounded by high security fencing, with gates with an intercom connected to school office at a wheelchair accessible height.	Compliant		 

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Signage	• Clear signage is used to show emergency evacuation points, and accessibility support. All signage has a light background and dark font and is height appropriate.	Compliant		 
General site areas	• All walkways and doorways are kept clear of obstruction, tidy, and have appropriate lighting.	Compliant		 
Ramps	• An access ramp is located at the side of the library onto the playground area, to support evacuation onto the outside space. This ramp is clear, obstruction free, and is in a good state of repair.	Compliant		 
Steps / Stairs	• This site is mostly on one level, although the main building is built on a slope, with one side of the building needing steps and a ramp, with the other side of the building being at ground level. There are evacuation steps at the rear of the building. • Alternative exits are available at the rear of some classrooms via a small lip on the threshold. The thresholds on some of the doors have been painted yellow on the front edge and are clearly visible • All doors have a colour contrast for easier identification • When appropriate, Fire Marshalls are named on identified pupil PEEPs. There are currently no PEEPs in place. • Steps around the school site have been painted in yellow to highlight the step front edge clearly.	Compliant		 

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Toilet facilities	• The module building has an identified accessible toilet. The toilet is uncluttered, ready for use and has clear signage • The main building has a toilet with a wider floor area, although this is not identified as an accessible toilet	Improvement recommended	Replace door lock on accessible toilet to ensure this is secure and safe	 
Medical facilities	• An area has been identified to store medical support equipment. First Aid is administered near the classrooms or in the main school office area, and privacy and dignity are considered when supporting a child. • The area is ready for use, uncluttered and accessible.	Compliant		
Teaching spaces	• All classrooms are regularly checked to ensure they are uncluttered, and easily accessible • Areas around the whiteboard / teaching space is 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.	Compliant		   

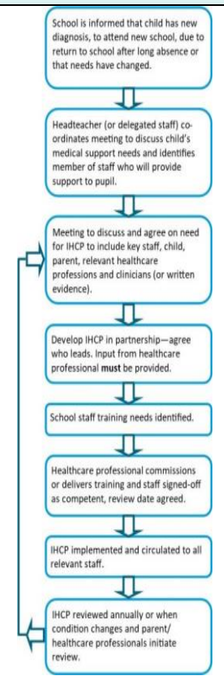
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Social spaces	• There are some identified areas within school to offer social spaces to support positive interactions and inclusion of all, both inside and outside of the building. • Pupil buddies are in place between reception and year 6 pupils, to ensure positive playtimes	Improvement recommended	Buddy bench to support social interaction whilst playing outside  Recommendation that there is a chair in the staffroom with supportive arms at each side, to support a visitor/ staff stability.	
Lunch area	• Pupils have cooked dinner and packed lunches and are seated in the hall, which you can enter from the classes. All classrooms are accessed directly into the hall area, except the Year 5/6 in the modular building. • 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 can be available for identified children which are angled to allow all children to grip the handle securely, to support all children to be independent. The pupils are encouraged and supported to use these consistently by the lunch staff.	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 are in place for safeguarding purposes • Front gate which leads to the office door, has an intercom to alert office staff to open the door for any visitor. 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.	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
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 • 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 is a qualified SENCo 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 a shared with staff on a needs basis to ensure all staff are suitably updated and informed.	Complaint		Department for Education Education Endowment Foundation National Professional Qualification (NPQ) for SENCOs
School leadership and staffing deployment	• Our SEND provision forms part of the Academy improvement plan (AIP) and is regularly discussed to seek improvements. The SENCo works closely with the headteacher and supports decision-making to 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	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	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. • 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. (There is a pre-school on site and there are secondary schools nearby that Barby has a close relationship with them) 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 the other Pre-school 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.			
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 where they wish to be supported differently. Pupil voice is also gained via pupils being represented on school council, Eco committee, house point leaders, Librarians, and our pupils with additional needs are represented on these panels. • 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. (A Red lanyard is used to signify a person without a DBS) Visitors without a current DBS certificate will be accompanied by a member of staff throughout their visit.	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
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 child's care plans are updated as per their expertise.	Compliant		
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		
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	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	• 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. The school do not currently have any young carers, although monitor supports needed.			
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) who is also the Headteacher, ensures the visits are inclusive for all. Some visits may need to have some adaptions 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 in consultation with the SENCo. • 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 through Effective QFT, reasonable adjustments based on individual IEPs, Supports provided in the classroom, individually or in groups, interventions outside the classroom, breaks where needed, scaffolding of resources and scaffolding in teaching. • 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 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 • Working at height desk to support, a pupil who struggles to remain seated in class. • Review of the curriculum is undertaken on a regular basis 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	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	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, high stool / desk, pencil grips, or adjustable desks and chairs • 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

