The Glenvale
CHURCH OF ENGLAND
PRIMARY SCHOOL

Accessibility Audit and Plan

Date audit review carried out 22.05.2026
Audit review carried out by Toni Spencer 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 (March 2023)
- Fact-finding from a physical school visit (22.05.2026)
- 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

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

The school sits at the heart of Glenvale Park, a major Sustainable Urban Extension (SUE) project. Once fully complete, this massive housing development will bring approximately 3,000 new homes to North Wellingborough, meaning the school is centrally placed to serve a rapidly growing suburban community.

Accessibility: The campus is located just off the A509, making it easily accessible via car or local transit from Wellingborough town centre and surrounding North Northamptonshire villages.

Pedestrian & Cycling Access: Built as part of a "Sustainable Urban Extension", the local area features integrated footpaths and cycling infrastructure to support safe walking routes to school.

By Car

- **Main Approach**: The primary route to the school is via the A509 (Niort Way / Harrowden Road), which bypasses the northern edge of Wellingborough.
- **Estate Entrance**: Turn off the A509 into the main spine road of the Glenvale Park development, following signs toward Beaumont Road.

- **Locating the School**: The school sits directly adjacent to the local community play park and the Toad Hall Nursery Wellingborough.

By Public Transport

The estate is integrated into local transit networks, providing direct access to the campus gates.

- The Closest Stop: Get off at the Glenvale Primary School bus stop, which is a 2-minute walk (roughly 50 metres) from the front gates.
- Primary Bus Lines: The VH1 line directly services the Glenvale Primary School stop.
- Nearby Connections: The X4 (Northampton to Corby route) and the 48 (Wellingborough to Kettering route) serve the broader Glenvale Park perimeter and Redhill Grange, leaving a 10 to 15-minute walk to the school.

Rail: Wellingborough Railway Station located on Midland Road, the Wellingborough Train Station is operated by East Midlands Railway. It provides hourly connections from London St Pancras, Bedford, and Kettering. From the station, you will need to take a 10-minute taxi ride or catch a local bus from the town centre up to Glenvale Park.

By Foot or Cycle: The Glenvale Church of England Primary School was custom-designed as part of a Sustainable Urban Extension (SUE) development, prioritising safe, off-road active travel for families walking or cycling to school.

Access by Foot

- **Segregated Footpaths**: The surrounding Glenvale Park development is built with a comprehensive network of wide, well-lit pedestrian pavements that are completely separated from car traffic.
- **Safe Crossings**: Paved, step-free pedestrian pathways run parallel to Beaumont Road and Glenvale Drive, complete with dropped kerbs and tactile paving to assist pram and wheelchair users at crossing points.
- **Pedestrian Entrance**: Pupils arriving on foot can access the school grounds via dedicated pedestrian security gates separated entirely from the vehicular staff car park entrance.
- **Cycling Access**: Built as part of a "Sustainable Urban Extension", the local area features integrated footpaths and cycling infrastructure to support safe walking routes to school.

By Air

Luton Airport (LTN) and Birmingham Airport (BHX) are the closest and most accessible international links to The Glenvale CE Primary School. Because Wellingborough is located centrally in the East Midlands, traveling from these major airport hubs relies on distinct road and rail networks.

- **Luton Airport:** Take the Luton Airport DART to Luton Airport Parkway station. Catch an East Midlands Railway train directly north to Wellingborough Station, which takes about 35 to 45 minutes.
- **Birmingham Airport:** Board a train at Birmingham International station to Northampton or Coventry, then catch a connecting local bus service or regional train toward Wellingborough.

Location details: The Glenvale Church of England Primary School is located in the Glenvale Park development in Wellingborough.

School address: 30 Beaumont Road, Wellingborough, Northamptonshire NN8 6BP

Parking and Access: Access is via Beamont Road. Parking is available along the front section of the school of Beaumont Road onto the school site, via a slip road. The accessible entrance is at the front of the school. The school has good sized outdoor spaces to include a large playground. A large playing field has been created as part of the building of the new site, this area can be accessed directly from the side and rear of the school building. The school is built on one level. Most areas of the school are accessible.

There are good pedestrian routes around the site.

There is a large car park that provides parking spaces for staff and there are three disabled parking spaces available, and four electric hook-up spaces on the near side of the car park. The car park is situated to the right of the front of the school and is clearly signposted.

Pupils on roll	183	One form entry for classes Reception 1, 2, 3 and 4. Year group 5 and 6 is a mixed year group.
PAN	• 30 in Yr R, 1 2 3, and 4 • 15 in 5 and 6	
All year groups full?	Yes	
Pupils with Special educational needs	31	17%
Pupil Premium	21	11%
English as an additional Language (EAL)	47	26%

Our school vision, *"A new commandment I give to you, that you love one another as I have loved you."*

John 13:34

3.1 Special Educational Needs Co-Ordinator (SENCo)

Toni Spencer is the SENCo at the school, having been appointed in September 2025. Toni works full time, having four days teaching commitment with one day for her senco role. Toni has a good understanding of the SEND needs within school to ensure this remains a high priority.

An Accessibility Audit of The Glenvale CE Primary school took place on 22.05.26, in order to update 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 SENCo (Toni Spencer) 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:

- Improve and maintain access to the physical environment

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.

The Glenvale 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
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 training day 2026	N/A	Knowledge and understanding for supporting disabled children has improved
	Access to information	An accessibility tool to be added on the website		Operations	Autumn term 2026	N/A	Website information more accessible
Medium Term	Access	Develop accessibility to playing field area	Make use of large playground for group games eg football	HT/Estates	Ongoing consulatio wih developers and PDET	N/A	Accessible playing field is available to all
	Sense of belonging	links with community social groups and community initiatives to be created and developed		HT / SENCo	2026-2027	N/A N/A	Sense of belonging in school is strengthened

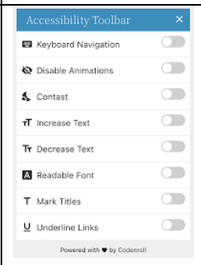
5. Audit Outcomes

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.

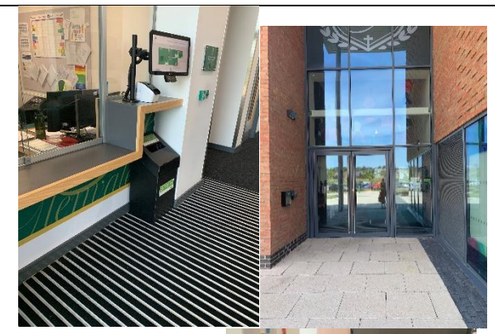
6. Site Information

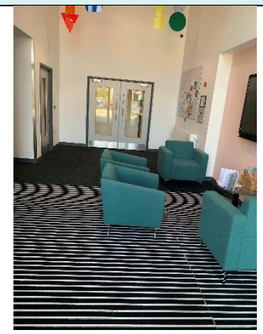
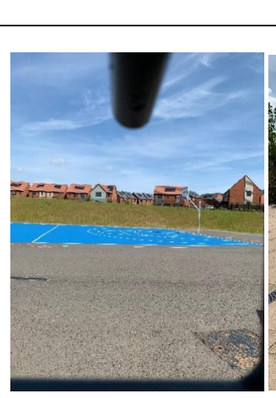
PDET Schools Minimum Expectancy	Notes
All schools must have LED lighting throughout, including external access areas	Additional lighting will be installed by PDET if required
All changes in levels, steps, and ramps must be clearly marked at least once annually	If further visual enhancements are necessary, 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	

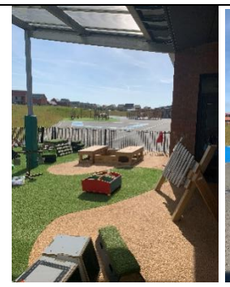
7. Accessible Information

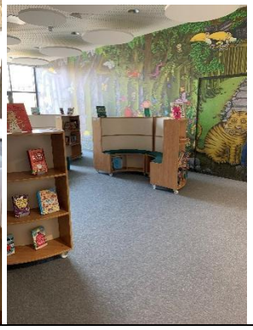
Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Staff training on equality and disability	• Most staff have a good understanding of how to support a child/visitor with their needs • Medical training is sourced for individual children, where needed, for example 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 with staff for Class teachers • CPD for teaching assistants are held through staff meetings • 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.	Improvement recommended	All staff to complete Equality and Diversity Awareness training to support gaining a wider understanding.	PDET Equality and Diversity Training Equality and Diversity Training Course for School Staff Title: Equality and Diversity Course Structure Duration: 20 minutes Format: Self-paced learning with assessment [redacted]
Staff knowledge of support technology and supportive strategies for assistance	• Staff are trained to use specific technology for individual children, where needed. Chromebooks can be used for text to talk. • 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. • The Visual Impairment team visits school every year to support and to revisit training for identified children, with a care plan, when needed • School can work closely with the Sensory impairment team from the LA, when needed • 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 two 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. • Enlarged paper copy of the Safeguarding policy available on request	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 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 (see good practice example).	
Complaints Procedure	• Current policy uploaded to the school website. Enlarged paper copies available on request.	Compliant		

8. The Physical Environment (Buildings and Grounds)

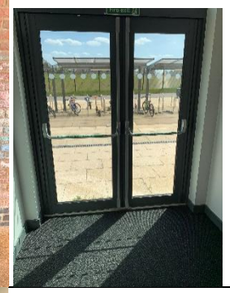
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Access leading to site, including public transport routes	• Clear wide turning circle clearly visible at the front entrance • The footpath to the school site is separate to the vehicle access, to access the front of the school • There is a public transport route, namely a bus, directly into the estate which stops outside • The entrance to the accessible parking spaces is wide and clear.	Compliant		
Disabled parking facilities	• Disabled parking on site for one visitor parking space to the right of the front entrance. • There are 3 accessible parking spaces for staff, in the staff car park	Compliant		
Main Entrance	• Entry to the front of the school is adjacent and to the left of the accessible visitor and staff vehicle parking. • The front entrance approach is via a wide pedestrianised concourse leading to the main school entrance, which remains open during the school day via a camera doorbell intercom unit. This is height accessible • The front door has a colour contrast handle, and the door threshold is colour contrast • The main doors are tall and heavy, although assistance can be gained via the intercom • Inside the front entrance the reception area has seating for visitors and a low window to access office staff. • The Tablet for 'signing in' is at an accessible height, with an additional low shelf for access at desk height • The thoroughfare is clear and wide	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
Other access areas	• School has vehicle access for deliveries and/or Ambulance access. This entrance is not used by pedestrians to access the site.	Compliant		
School perimeter	• Entire school site is surrounded by high level security fencing, with a locked double gate through to external double gates	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.	Compliant		 
Ramps	• The site is built on ground level with level surfaces across the school. • The playfield is still under construction, which is situated higher than the playground, with a considerable slope. This is not currently in use by the school/pupils.	Compliant	Recommendation: Playing field access to be designed to ensure it is accessible for all.	 
Steps / Stairs	• This site is on one level across all areas of the school • There are evacuation routes at the rear 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		
Toilet facilities	• The main building has two identified accessible toilets, one in each end of the building • The toilets are uncluttered, ready for use and has clear signage	Compliant		 

Medical facilities	• An area has been identified to store medical support equipment. • First Aid equipment has an identified area in school (outside the office area), that is clearly visible and accessible • First Aid is administered near the classrooms or near 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. • Sensory support room has window blinds to reduce light infiltration, and sensory items on a low level, so all pupils can access these • Pupil's teaching kitchen is clear and free from clutter, with items for use kept within reach, eg low level oven	Compliant		     

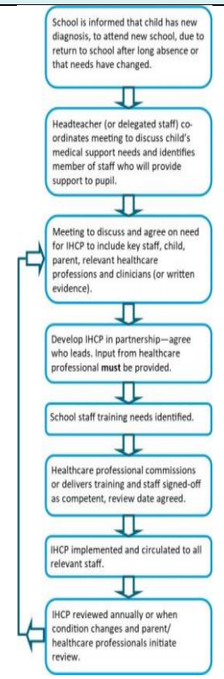
Social spaces	• There are many identified areas within school to offer social spaces to support positive interactions and inclusion of all, both inside and outside of the building.	Improvement recommended	Recommendation of links with community social groups and community initiatives to be created and 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 • 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 made available for identified children, when required, and 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. Advise is obtained from OT around the implementation of the use of this cutlery, where needed	Compliant		  

Doors	• There are some doors that are double doors, the double doors within school open widely to allow easy access. • Some door handles/release buttons are at an accessible height, although the higher handles are in place for safeguarding purposes • Some door that access external doors are accessed via a keyfob • 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		   
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, where needed • 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	• Toni Spencer is in the first year of the role as SENCo, and is looking to commence the NPQSEN qualification in the next academic year, 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 a shared with staff on a needs basis to ensure all staff are suitably updated and informed.	Compliant		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 school Headteacher, and this supports the decision-	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	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.			
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. • 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.(Toad Hall Nursery , as well as Wollaston, Wrenn, Weavers, Sir Christopher Hatton are the secondary schools nearby and The Glenavle 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 where they wish to be supported differently. Pupil voice is also gained via pupils being represented on our Play Leaders, Eco Warriors, school Parliament, Reading Crew committee. Our Head and Deputy Head pupil are also represented by our pupils with additional needs • 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 sticker, clearly identifying them as a visitor. (ID stickers from machine are to be worn) 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, where needed. There are a wide range of services that can 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. • Supports are documented in their Pupil passport	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	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	• 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.			
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. The Plumsum online platform is used for risk assessments, EVCs are trained to risk assess the child as per their individual needs. Plumsum 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 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, radio aids, soundfield system, adaptive games	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	adaptive cutlery, wobble cushions, concentration aids and ear defenders and sensory equipment., • Sensory room is available to pupils who need time to regulate or who may need support to become 'grounded' • 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

