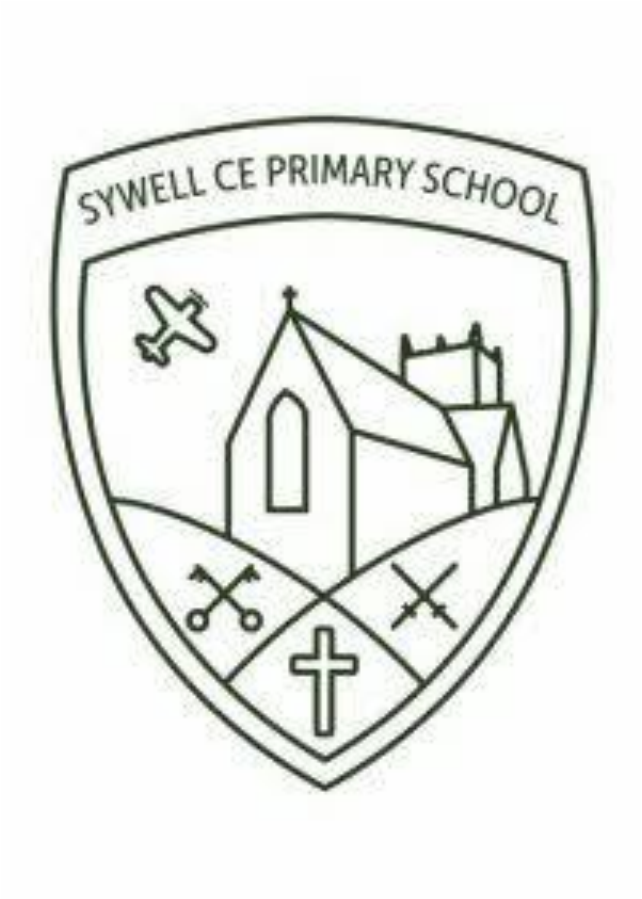


Sywell

Accessibility Audit and Plan

Date audit review carried out 06.10.2026
Audit review carried out by Liz Blakeley 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 (May 2022)
- Fact-finding from a physical school visit (06.10.2026)
- 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

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

Close to the Church: The school's position on Overstone Road places it within a brief walk or short drive of Church of St Peter & St Paul (Approx. 0.3 miles east)
Located just off Main Street on Church Lane, the historic 13th-century parish church maintains a strong, functional partnership with the school. Its close proximity allows pupils to easily walk down for termly services, festivals, and educational visits.

Accessibility: The school sits along Overstone Road, which forms the primary road linking Sywell to the neighbouring village of Overstone. It is located just a short distance west of the central junction where Overstone Road connects with Holcot Lane and the main Mears Ashby Road / Sywell Road corridor.

By Car
• **From the South/East (A45/Wellingborough):** Most drivers approach Sywell via Sywell Road or Mears Ashby Road. As you enter the village, you will transition onto Main Street. Turn right onto Overstone Road at the central village junction (near The Horseshoe pub). The school will be a short distance down on your right.

• From the West (Overstone/A43): If you approach from the Overstone direction, you will enter Sywell directly along Overstone Road. The school will appear on your left just as you enter the main residential core of the village.

By Public Transport
Accessing Sywell Church of England Primary School by public transport is possible via regional bus lines, with stops located directly outside the school gates. However, because Sywell is a rural village, services are relatively infrequent (often running every few hours), meaning commutes require careful timing.
Bus:

- **The Closest Stop:** The primary stop is Sywell Primary School (located directly on Overstone Road near Park Close). It handles buses heading both northeast towards Kettering and southwest towards Northampton.
- **Alternative Stop:** The Horseshoe PH stop (near the pub on Main Street) is roughly a 4-minute walk (0.2 miles) from the school and serves additional rural connector lines.
- **Key Service Lines:** Route 10 / X10 (Stagecoach Midlands): This is the backbone line linking Northampton Bus Interchange directly to Kettering via Sywell.

Rail: Accessing Sywell Church of England Primary School strictly by rail is not possible, as the village of Sywell does not have its own railway station. However, you can seamlessly combine a train journey with a short taxi ride or a local bus connection to reach the school.
The most convenient and closest station to the school is the Midland Main Line and is managed by East Midlands Railway (EMR). It offers direct, high-speed links to London St Pancras International (approx. 50 minutes) as well as northbound services to Bedford, Leicester, and Nottingham (via Kettering).

By Foot or Cycle: can be accessed securely on foot via the main pedestrian entrance located on Overstone Road in the village of Sywell.
• **From the North (via Holcot Lane):** If you are approaching from Holcot or the northern edges of the village, follow Holcot Lane directly down into the centre of Sywell. It terminates exactly at the junction with Overstone Road, placing you moments from the main school gates.
• **From the South (via Ecton Lane):** Perfect for those traveling up from the direction of Ecton or Sywell Country Park. Ecton Lane guides you smoothly into the heart of the village, meeting Overstone Road near the church.

Air: Sywell's closest airport is primarily

- **London Luton Airport (LTN)** which is situated 34 miles from Sywell (approx. 45 - 50 mins). Direct via East Midlands Railway from Wellingborough
- **Sywell Aerodrome** features a 1,258-metre concrete runway and multiple grass strips. It accommodates private general aviation, corporate charters (up to 5,700 kg), and helicopters.

Location details: Sywell C of E Primary School is located opposite the village beauty salon.

Address: 69 Overstone Road, Sywell, Northampton, Northamptonshire, NN6 0AW

Parking and Access: Access is primarily via Overstone road. Parking is available along the wider section of Overstone 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 small field accessible 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.

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

Pupils on roll	92	Mixed form entry
PAN	15	
All year groups full?	No	Full in year 5 & 6
Pupils with Special educational needs	15	16.3%
Pupil Premium	11	12%
English as an additional Language (EAL)	10	10.9%

Our school vision, 'Be devoted to one another in love. Honour one another above yourselves'
Romans 12:10

This vision alongside with our values, with love fellowship and respect, shapes the way we learn, work and live together. It reminds us that every member of our community is valued and has something unique to contribute. We encourage our children to care for one another, to celebrate the achievement of others, to show kindness and respect, and to understand how they can make a positive difference in their community and the wider world.

3.1 Special Educational Needs Co-Ordinator (SENCo)
Hannah Culverhouse is the SENCo at the school, having been appointed in September 2015. Hannah works full time, 4 days teaching commitment with one day for her senco role. Hannah has a good understanding of the SEND needs within school to ensure this remains a high priority.

An Accessibility Audit of Sywell CE Primary school took place on 06.10.26, 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 (Liz Blakeley) 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:
- Classrooms are organised to promote the participation and independence of all pupils
- Staff access expert advice in relation to pupil access to specific curriculum areas, for example, Physical Education

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.

Sywell 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	Improve access to classroom for Visually impaired pupil	• Recommendation to ensure key transition points within EYFS are colour contrast e.g. door handles and outside play equipment • Schedule environmental audit with the VI Team in the Spring term for the Year One classroom, to ensure its accessible for the Autumn term 27	Use coloured stickers on the play equipment to signify the access step/edge of table leg	HT/SENCo	End of Term 2	N/A	Classroom and play area accessible to visually impaired pupil
	Signage	• Recommendation to add signage to signpost to accessible parking bay • Recommendation: To ensure first Aid bag/resources are clearly identifiable in an emergency	Refresh signage to the entrance gate to direct to the parking bay	HT/SENCo	End of Term 2	N/A	Signage is accessible to children and visitors
	Website	Re-link the WNC 'Local offer' link on website		HT/SENCo	End of Term 2		
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, when needed	To repurpose a chair with arms, from another site in school	HT/SENCo	End of Term 5	N/A	Accessible seating available for staff and visitors
	Sense of belonging	Recommendation that links with community social groups and community initiatives to be created and developed		HT / SENCo	End of Term 6	N/A N/A	Sense of belonging in school is strengthened

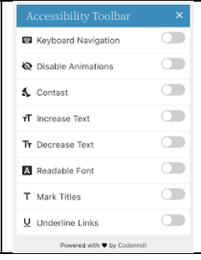
5. Audit Outcomes

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	

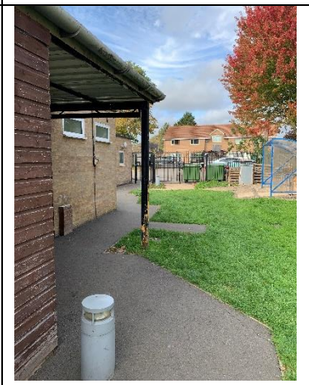
7. Accessible Information

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Staff training on equality and disability	• All 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.	Compliant		
Staff knowledge of support technology and supportive strategies for assistance	• Staff are trained to use specific technology for individual children, where needed. IPADs used for 'Text to talk' • Support technology is documented on the individual pupils passport, which is readily available to all staff in the classroom • Staff do not currently have experience with working with children with hearing impairments. There are currently no pupils with hearing impairments attending the school. The school would ensure the training and resources to support pupils with sensory impairments are in place before the child commences at the school. • The Visual Impairment team visits school every year to support and to revisit training for identified children, with a care plan. There is currently one pupil who has a visual impairment • The 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 is currently one child with a visual impairment who needs 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. • The use of Pictorial or symbolic representations are utilised, where appropriate. • 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.	Improvement recommended	Recommendation: Ensure key transition points within EYFS are colour contrast eg. door handles and outside play equipment	
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: Re-link the WNC Local offer link on website	

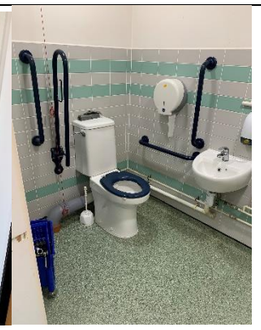
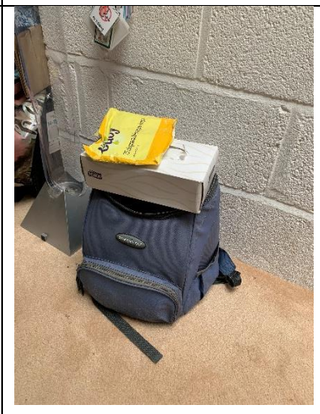
Complaints Procedure	• Current policy uploaded to the school website. Enlarged paper copies available on request.	Compliant		

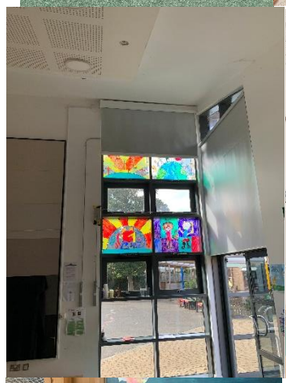
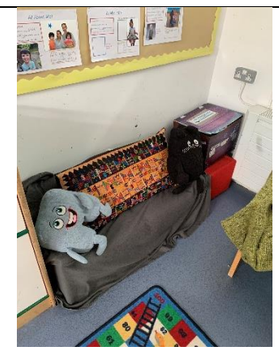
8. The Physical Environment (Buildings and Grounds)

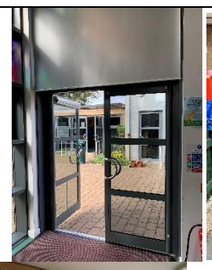
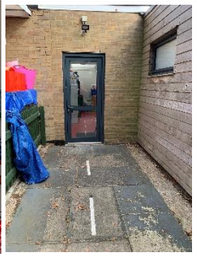
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Access leading to site, including public transport routes	• Road markings are clearly visible at the front entrance • The footpath to the school site is separate to the vehicle access, to access the rear of the school • 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.	Improvement recommended	Recommendation: Refresh signage to the entrance gate to direct to the parking bay  EXAMPLE	
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 leading to an inner security fencing, which remains closed during the school day • The front door has a clear glass with UPVC surround, and the door threshold is colour contrast • Inside the front entrance the reception area has a window to access office staff. • The Table/hatch for ‘signing in’ is at an accessible height	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 single gate that accesses the playground	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/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. • Outside nature area gate is kept close for safety reasons when not in use. The area is laid to mostly to grass which has been laid mostly flat and wide.	Compliant		   

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Ramps	• The site is built on ground level with mostly level surfaces across the school. • The main entrance has a slight slope towards the front entrance door. • There is a low ramp at the rear entrance to the hall building, and to the rear of the year one classroom	Compliant		
Steps / Stairs	• This site is on one level across all areas of the school, except one wide step outside the KS1 classroom • 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 hall building has an identified accessible toilet. The toilet is uncluttered, ready for use and has clear signage on the door	Compliant		 
Medical facilities	• An area has been identified to store medical support equipment. (front office) and in each classroom • 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	Recommendation: To ensure first Aid bag/resources are clearly identifiable in an emergency Example: 	

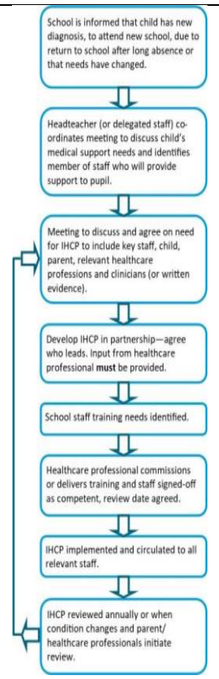
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Teaching spaces	• All classrooms are regularly checked to ensure they are uncluttered, and easily accessible • Areas around the whiteboard / teaching space are uncluttered to avoid overstimulation and support focus • Opportunities 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 film to reduce light infiltration, and sensory items are on a low level, so all pupils can access these	Compliant	Recommendation: Schedule environmental audit with the VI Team in the Spring term for the Year One classroom, to ensure its accessible for the Autumn term 27	    
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) Recommendation that there is a chair in the staffroom with supportive arms at each side, to support a visitor/ staff stability.	 

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
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 available for identified children 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 been obtained from OT around the implementation of the use of this cutlery.	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 • 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, 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, NPQSEN, and qualified in September 2026 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's Head teacher 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 and a stay and play and coffee morning 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.(Local Pre-school , nursery and childminders, as well as Mouton School and Science College	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	is nearby, and Sywell have 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 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.			
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 gained via pupils being represented as our House Captains and Vice Captains, Spiritual Ambassadors, School Council members, Sports Crew and Eco committee. • 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		
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		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
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 • 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), who is also the EYFS teacher, who 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	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	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 Adaptive teaching' (QFAT) 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, 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

