



Accessibility Audit and Plan

Hanbury C E First School

Adopted by	Hanbury CE First School Governing Board
Governors' Committee Responsible	Resources
Status & Review Cycle	Statutory Every 3 Years
Staff Lead	Head teacher
Date of approval	June 2026
Review date	March 2029

Our Vision...

Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture

We build resilience for life

We are outward looking

We celebrate every step forward

Section 1 The school can deliver the curriculum to all pupils. Give details of items developed, current practice and things to be developed.

Statement	Fully	Partly	Not	Plan prompt
Teachers and assistants have trained to teach and support disabled pupils. Staff are confident about meeting the needs of pupils with a disability.	X			The school SENDCo and Head teacher have received training and disseminate this knowledge. We also have guidance resources available to access when required. Parents share their knowledge and understanding of a child's needs with staff. In addition, specialist support is sought from teams and professionals to meet any given need.
All school staff and the governors have had the access to training on disability equality and inclusion.		X		Policies in place and training delivered when appropriate.
We take advice to ensure our classrooms are optimally organised for disabled pupils.	X			Classroom design is based around ensuring a nurturing and calming environment through collaboration with a research school. Teachers are mindful of individual pupils' needs and make adjustments as necessary.
Positive images of people with different abilities are apparent in the classrooms and the school generally.	X			Disability awareness is taught as part of our curriculum offer (e.g. PE curriculum). Worship provides a platform for positive self images of people with different abilities. We celebrate every step forward for all learners.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum i.e. All pupils are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled pupils.	X			Planning that is adapted to the needs of individual pupils with special physical needs is in place. We enable all pupils to take part in all activities by modifying the activity or supporting the student. Within the PE curriculum there are planned opportunities for children to develop awareness of disability through adapted games. Where appropriate external advice and support is sought and acted upon.
Lessons are responsive to pupil diversity. Lessons allow pupils to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	X			Children are encouraged to share learning with all of their peers. Learning partners are used and changed to allow communication between children. Also, teaching assistant support in the classroom (as appropriate to class need) enables full participation and accessibility.
Staff recognise and allow for the mental effort/additional time required by some disabled pupils,	X			All in place. Additional time for assessments and longer pieces of work. Use of writing slope, gripper, IT technology

e.g. using lip reading, use of equipment in practical work.				and alternative writing implements where appropriate. Extra time given for assimilation of knowledge, over learning as appropriate.
When renewing computer hardware and software, machines and materials are chosen to support vocalising, brailing, touch screen and switches.	X			Equipment in school meets the needs of children within the setting. Access to specific technology is available through the assisted technology library through WCC.
Provision of laptops is considered		X		Ipads available, which also has audio scribing.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	X			Full consideration always given to access and facilities. Risk assessments always in place. EVC monitors access to all trips for all pupils including those with disabilities.
The school links with other schools to share good practice.	X			Our school HFS cluster group support the sharing of good practice. Network of SENDCo's meet to discuss and enhance provision. Worcestershire Children First supports with advice available from: School Improvement Adviser, SEND/Inclusion WCC
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	X			Planning takes into account the characteristics of learners. Curriculum development takes into account areas (PSHE/values) where a disability dimension can be explored.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	X			Our SEND governor takes a keen interest in disability, behaviour, access and inclusion and understands the characteristics of our school.

Section 2 The school is designed to meet the needs of all pupils (physical)

Statement	Fully	Partly	Not	Plan prompt
The size and layout of areas allow for all pupils, including wheelchair users. Due to the nature of the site some access is not possible.	X			We have given this much thought when improving our premises. We have introduced a ramp to allow access. We have added handrails in significant places. We have enabled wheelchair users to access all parts of the school. Classrooms are altered and swapped to meet the needs of individuals. The development of our new building provides access and facilities for wheelchairs on the same level as most of the school.

In considering the school budget there is a clear plan to improve access and security for those with a disability.	X			This has been part of our ongoing school development plans and long term budgeting.
There is a plan which shows priorities for major and minor works, costed and included in the SDP.	X			Updates made on a regular basis as necessary to meet and provide for need.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.			X	Not applicable.
Emergency and evacuation systems set up to inform all pupils including those with SEND including alarms and both visual and auditory components.		X		Fire doors are fitted across the school. Regular fire drills practiced regularly and fire alarm tested is weekly. Have multiple exits that are accessible for those with disabilities. We currently only have auditory alerting.
Policy is in place for the safe and effective administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. pupils taking medication, pupils with limited toilet training.	X			Policies for medication, including controlled drugs in place. A good number of staff across the school are 'First Aid Level 3 Paediatric' trained. Care plans in place for those with medical conditions reviewed in consultation with medical professionals where appropriate and significant plans agreed with parents.
Pathways of travel around the school site and parking are safe. Disabled parking spots are available.	X			2x disabled parking spaces. As a village school our access is limited but we continually keep access to the site under review.
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	X			Equal opportunities always adhered to when recruiting staff.
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for hearing impaired pupils and advice sought from other agencies to take appropriate measures in the classroom.	X			Classroom and wider environment design is designed centred around inclusivity and support all to access the environment. Specialists who provide feedback (such as teacher for deaf or those who are hearing impaired) recommendations are embedded into practice.
The décor or signage is not confusing or disorientating for disabled pupils with a visual impairment, autism or epilepsy. Colour schemes are	X			The environment around school is muted, and a sensory audit has been conducted

considered to provide colour and tonal contrast for visually impaired pupils.				to ensure that consideration is given to visual noise and sensory overload.
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Section 3 The school delivers materials in other formats (access to information)

Statement	Fully	Partly	Not	Plan prompt
Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with forms of printed information.	X			Visual timetables in use. Software to enhance our ability to provided helpful signage. 'Widget'. Provision needs can be met by technology and resourcing provided.
Information is presented to groups in a way which is user friendly for people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	X			Part of individual planning for children with additional needs.
ICT facilities are used to produce written information in different formats	X			Purchased software with icons for words 'Widget'. Resourcing for appropriate children's needs to ensure accessibility to the curriculum as required.
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI(visual impairment), HI(hearing impairment), ASD(autistic spectrum disorder) teams, occupational therapists, speech therapists, school nurse.	X			Lots of liaison with specialist external teams. Input and advice from specialist teams including CCN, OT, Speech and Language received and actioned as required.
There is an effective process to deal with both complaints and positive suggestions from the parents of pupils with a disability.	X			Existing procedure and Complaints Policy. We always listen to suggestions and act on them if appropriate and practicable.

The Plan

	Focus/ Objective	Action	People involved	Timeframe	Cost	Outcome/Review evaluation
Short term						
Provide relevant and specific CPD	To ensure staff have the skills and capacity to deal with any particular need.	SENCO to audit staff and identify and arrange any specific training requirements.	SENCO	Ongoing	As needed	All have equal opportunities with staff equipped to ensure they are confident to meet any given need
Furniture	To provide relevant furniture for children with SEND.	Specific furniture in place to allow children to access the curriculum and the wider environment.	SENCO	Ongoing	As needed	
Personal Evacuation Plans	To ensure children with complex sensory profiles and disabilities have a PEP	To identify and write PEPs which is shared with staff and shared with parents	Class Teacher SENCO	Ongoing	None	All vulnerable children have a safe and known evacuation plan
Medium term						
	To maintain the grounds in a way which ensures they are accessible by all pupils.	Monitor through our Health and Safety audits the safety and accessibility of all areas of the school.	Health and Safety through Governing Body	Regularly	As required	All pupils have equal access to facilities around the school.
Ease of access	To ensure that all visitors are clear on navigating the school site.	Evaluate signage and replace/improve any signage that is misleading or out of date.	AM	26/27	£1,250	All can access the school and navigate the site.
Long term						
Emergency evacuation	To ensure those who are hearing impaired are alerted to emergency evacuation.	Introduce a light alerting alarm system alongside our current audio alarm.	AM	27/28	To investigate	
	To ensure the school remains prepared to welcome pupils with a disability.	Keep staff training, policies, and physical access under regular review, even if not currently needed.	Health and Safety through Governing Board. SLT SENDCo	Termly	As required	To avoid the need to adapt all areas of practice when a pupil with accessibility needs joins.