Guilsborough CE Primary School

Accessibility Audit and Plan

Date audit review carried out 23.03.2026
Audit review carried out by Dorothee Holcombe 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 (September 2023)
- Fact-finding from a physical school visit (23.03.2026)
- 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

Guilsborough is a village and civil parish in West Northamptonshire in England. At the time of the 2001 census, the parish's population was 882 people, reducing to 692 at the 2011 Census.

It is at the centre of an area of rural villages between the towns of Northampton, Daventry, Rugby and Market Harborough. There is a secondary school, primary school, fire station, pub, a new village shop including a Post Office (formerly the doctor's surgery) and a new doctor's surgery with pharmacy and a Hairdressers.

Key Features and Amenities

Education: The village is a local educational hub, home to Guilsborough Academy (a large secondary school for ages 11–18) and Guilsborough C of E Primary School.

Public Transport

Key Bus Routes:

The main public transport link is the Line 60 bus, which is currently operated by Stagecoach Midlands.

- **Route 60:** Connects Guilsborough to Northampton (Arnold Road/Bus Interchange) and Welford.

You can find detailed timetables on the West Northamptonshire Council website

Frequency: Services typically run 4 times a day, Monday to Saturday.
Journey Time: Approximately 25–32 minutes to central Northampton.
Key Stops: High Street (near the Witch & Sow pub), Coton Road, and Guilsborough Academy.

- **52 Haddon Hopper:** Operates on Tuesdays only, linking Guilsborough to West Haddon, Long Buckby railway station, and Daventry.

Rail Connections:

Long Buckby Railway Station (approx. 5 miles): Closest station for London Euston or Birmingham New Street via West Midlands Trains.

Northampton Railway Station (approx. 10 miles): Provides faster, more frequent services, including Avanti West Coast to London and Birmingham

Airport Links:
London Luton Airport (LTN): Approx. 50–60 minutes.

Birmingham Airport (BHX): Approx. 50–60 minutes

Guilsborough CE primary School is located near the centre of the village, just off the High street, a short walk from the village hall.

Address: The Green, Guilsborough, Northamptonshire, NN6 8PT

Location details: The school building is situated in a rural setting and is near the community centre, of Guilsborough Village Hall.

Parking and Access: As a village school, parking is limited, requiring visitors to use on-street parking in the surrounding residential area of The Green and High Street. The accessible entrance is at the right hand side of the school. The school has good sized outdoor playground and is accessible directly from the 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.

Pupils on roll	93	Mixed year classes Yr 6 full class of 22
PAN	15	
All year groups full?	No	
Pupils with Special educational needs	15	16%
Pupil Premium	11	12%
English as an additional Language (EAL)	1	1%

Our school vision, *"Start children off on the way they should go, and even when they are old they will not turn from it"*
Proverb 22:6

Valuing all God's children, our core Christian values of Respect, Thankfulness, Courage and Friendship provide the foundations for successful and reflective learners. We look after ourselves, and each other

and serve our community. We build our resilience, confidence and creativity. We follow in the footsteps of Jesus. We treat others as we like to be treated.

3.1 Special Educational Needs Co-Ordinator (SENCo)
Dorothee Holcombe is the SENCo at the school, having been appointed in September 2018 and qualified in December 2018. Dorothee Holcombe works full time and has 4.5 days a week teaching commitment, with 0.5 days SENCo role. Dorothee has a good understanding of the SEND needs within school to ensure this remains a high priority. The school has a family support worker for one day a week.

An Accessibility Audit of Guilsborough CE Primary school took place on 23.03.26, 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 SENCo (Dorothee Holcombe) 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:
- Visual timetables to be available to all.

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.

Guilsborough 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	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 • Extend staff training to support staff to ensure all staff develop an understanding of how to support pupils with additional needs	SENCO / HT	January 2027	N/A	Knowledge and understanding for supporting disabled children has improved
	Access to information	• Keep an enlarged copy of the school safeguarding leaflet (and any other information which is routinely shared) to provide to visitors, if required • An accessibility tool to be added on the website	HT / Operations	April 2026 ✓ Trust to complete	N/A	Safeguarding information more accessible
	Access	• Consider approaching Village Hall for agreement to support disabled visitors in car park next door • Consider Coloured door handles on external doors for contrast	HT	April 2026 ✓ September 2026	N/A	Accessible parking is available to visitors
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	HT	As needed – September 2026	N/A	Accessible seating available for staff and visitors
	Sense of belonging	links with community social groups and community initiatives to be created and developed	HT / SENCo	June 2026 ✓	N/A	Sense of belonging in school is strengthened

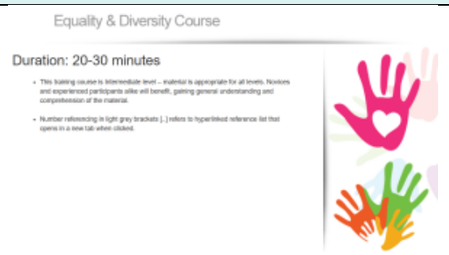
5. Audit Outcomes

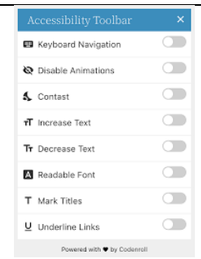
PDET Schools Audit Outcomes	Notes
Compliant	An effective approach that promotes accessibility for the vast majority of children, staff, and visitors.
Improvement recommended	The practice could be improved to better support accessibility for pupils, staff, and visitors.

6. Site Information

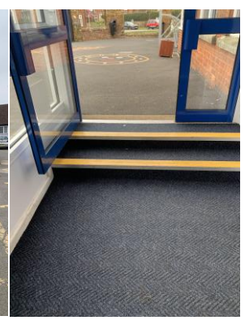
PDET Schools minimum Expectancy	Notes
All schools must have LED lighting throughout, including external access areas	Additional lighting will be installed by PDET if required
All changes in levels, steps, and ramps must be clearly marked at least once annually	If further visual enhancements are necessary,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

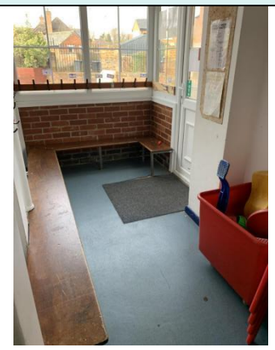
Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Staff training on equality and disability	• Staff have some understanding of how to support a child/visitor with their needs • Medical training is sourced for individual children, where needed, for example Diabetes training and this has previously been provided and updated for relevant staff. This is provided by NHS specialist Nurses. • SEND CPD is offered through ongoing staff meetings with teachers	Improvement recommended	● All staff to complete Equality and Diversity Awareness training to support gaining a wider understanding. ● Extend staff training to support staff to ensure all staff develop an understanding of how to support pupils with additional needs	 Online training available https://sl.safesmart.co.uk/ SafeSmart- Smartlog Training Or https://nationalcollege.com/courses/certificate-in-equality-diversity-inclusion
Staff knowledge of support technology and supportive strategies for assistance	• Staff are trained to use specific technology for individual children when appropriate needs are identified. This is documented on the individual pupil's passport, which is readily available to all staff in the classroom • There are currently no pupils that require visual or hearing support, but if an identified pupil requires additional support around this, the Visual Impairment team would visit our school every year to support and to revisit training for identified children, with a care plan. • Support strategies are reinforced through staff training and resources are available for staff to access. Staff would contact the SENDCo for individual support, if this is needed. • SENCo has provided specific training to the class team, when needed .	Compliant		
Arrangements for providing adaptive materials and resources e.g. large print, digital	• This is provided as required. • There is currently no pupils with a visual impairment who are supported with adapted materials and resources, although supports are sought from the sensory impairment team, where needed, to ensure staff are suitably skilled. • Website clearly states level of accessibility, for reference • 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	Keep an enlarged copy of the school safeguarding leaflet (and any other information which is routinely shared) to provide to visitors, if required.	

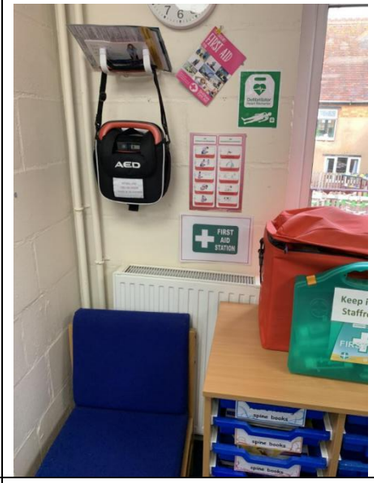
Website and social media platform communications	• The website is clearly organised and has headings to support content organisation. • Information, documents and policies can be found easily. • Policies relating to SEND access and the SEN information report are available. • The website colour schemes and contrast have been considered with care and forms have been designed for accessibility, with support options available.	Compliant	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		

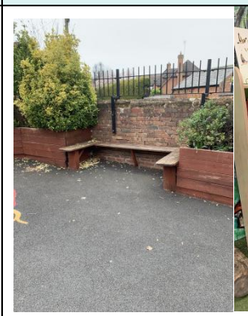
8. The Physical Environment (Buildings and Grounds)

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Access leading to site, including public transport routes	• 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 • There is a car park next door for the village hall, although this is to a designated car park for the school visitors, this route is used for vehicles to access the playground. The road to access the car park is narrow, which leads into the rear playground, via double gates	Compliant		
Disabled parking facilities	• There is no disabled parking on site for staff or visitors. • If disabled parking was required, disabled badge users would be able to park directly outside the school building	Improvement recommended	Consider approaching Village Hall for agreement to support disabled visitors in car park next door	
Main Entrance	• Entry to the front of the school is situated at the front of the school. 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 door threshold is painted yellow • Inside the front entrance the reception area has an accessible sign-in area for visitors to sign into school.	Compliant	Consider Coloured door handles on external doors for contrast	

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 security fencing, with gates with an intercom connected to school office at a wheelchair accessible height.	Compliant		
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		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
Ramps	• An access ramp is located at the side of the reception class onto the play area, to support evacuation onto the outside space. This ramp is clear, obstruction free, and is in a good state of repair. • An access ramp is available at the side of the hall to access KS2 area. The area is kept clear and free from obstruction	Compliant		
Steps / Stairs	• This site is mostly on one level except the reception and year 1 classroom, which is in the old part of the building. There is an evacuation point accessible for this classroom via the reception toilets, which egresses onto footpath at the front of school, by The Green. • When appropriate, Fire Marshalls are named on identified pupil PEEPs. • Steps around the school site have been painted in yellow or are colour contrasting to highlight the step front edge clearly.	Compliant		
Toilet facilities	• The main building has one identified accessible toilet, in the KS2 area. The toilet is uncluttered, ready for use and has clear signage. • The accessible toilet has access to a shower for intimate care, although adult support would be needed due to the high-level controls, to turn on and off the water. There is a chair for use in the shower. The shower head can be moved to the lower position.	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Medical facilities	• An area has been identified to store medical support equipment. First Aid is administered near the classrooms or in the staffroom, 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		  
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.	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)	

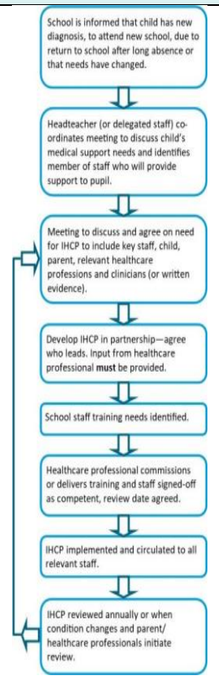
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
			Recommendation that there is a chair in the staffroom with supportive arms at each side, to support a visitor/ staff stability.	   
Lunch area	• Pupils have cooked dinner and packed lunches and are seated in the hall, which you can enter from the front office, and KS2. Yr1/2 classroom is accessed directly into the hall area from the office 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 • If a pupil becomes overwhelmed the nurture space, can be utilised for lunches for some pupils. • Adapted cutlery can be made 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 would be 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. Appropriate 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	• Where pupils are identified as needing assistance for evacuation, a Personal Emergency Evacuation Plan will be implemented • 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 appropriate • 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 the NASENCO Qualification and has experience in both teaching and supporting children with additional needs • All staff receive annual updates on SEN support via the Family Support Worker, with bespoke training and updates shared via staff meetings • 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		
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 HT and decisions are made together to support direct decision-making and ensure timely processes around SEND and support, to include staffing allocation and funding. 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		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
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 or a Nursery visit or both to help with specific SEN needs, 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/Nursery in the village, with other Nursery and Pre-schools in the area, with other pupils joining from out of area too. • Guilsborough secondary school is nearby and Guilsborough Primary have a close working relationship with them. Other primary schools, which are also close by work well with our school, as we are having a number of pupils transfer into our provision. 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.	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 'School council' and 'Eco Warriors' • 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. • 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 Diabetes Nurses. • 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	We currently have one pupil that is a young carer, and they have a designated 'Trusted Adult', Mrs Holcombe 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:	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	• 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.			
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) and this ensure 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 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 • 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 can be available, if needed 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 and needs arise • 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, high stool / desk, pencil grips, overlays, coloured whiteboards	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	pens and/or adjustable desks and chairs. These would be purchased to accommodate a pupil's needs, where needed. • 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

