# Accessibility Audit & Plan

## 06/07/2026

## City2Coast Primary Federation

## Caister Junior School

Kingston Avenue, Caister-on-Sea, NR30 5ET
c2cfed.org/junior
01493 378300

| | |
|---|---|
| **School Type** | Academy |
| **Pupil Age Range** | Junior |
| **Most recent OFSTED rating** | Good, 9th July 2024 |
| **Headteacher** | Gemma Smith – Executive Head Teacher - hos@caisterjunior.org.uk |
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| **Next Audit & Plan due by** | 06/07/2029 |

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Equality Act Audits

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# 1. Executive Summary

An on-site Accessibility Audit of Caister Junior School took place on **06/07/2026**.

Further information was obtained from the school website, a review of all published policies and by the completion of our Pre-Audit Questionnaire.

Accessibility and Equality legislation as it applies in schools is summarised in Sections 2 and 3 below. The public sector Equality Duty came into force on 5 April 2011. The Equality Duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. Under the equality duty, they are required to publish relevant information regarding their compliance with the duty, and to set and publish equality objectives. Their Equality Objectives along with a summary of the way in which they respond to this duty are included on their website. They publish information relating to their compliance with the duty in the head teachers report to the governors, so that governors can critically review the extent to which they meet the aims of the duty. Contextual background information is summarised in Section 7. The school context is considered when suggesting recommendations for improvements to accessibility.

The constraints and limitations to the audit are considered in Section 8.

The detailed Access Audit follows in Section 10 and is summarised in Section 1.1 below. The Audit section describes accepted best practice where appropriate.

Based upon the audit findings, the suggested School Accessibility Plan together with a suggested Action Plan, is provided at Sections 11 and 13 respectively.

This Accessibility Plan contains relevant and timely actions to:- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

Caister Junior School is a welcoming, inclusive community situated in Caister-on-Sea, Great Yarmouth. As part of the City2Coast Primary Federation, the school is committed to ensuring that every child feels valued, supported, and able to thrive. The school's ethos centres on working collectively with families so that all pupils can achieve their full potential, feel happy and safe, and develop a strong sense of belonging.

The school models high ambition and high-quality learning across a broad and engaging curriculum. Staff take pride in celebrating the achievements of all pupils and in providing rich opportunities for children to build on their interests, skills, and knowledge. Caister Junior School's inclusive culture ensures that every child—regardless of background, need, or circumstance—is welcomed and supported throughout their time at the school.

At Caister Junior School, the team believes that every child deserves equal access to high-quality education within an inclusive and supportive environment. The school's Accessibility Plan reflects its commitment to ensuring that all learners—regardless of physical, sensory, cognitive, or emotional needs—receive the resources and adjustments required to thrive academically, socially, and personally.

As part of its dedication to fostering an inclusive community, the school has carried out a comprehensive review of its facilities, curriculum, and support services. The Accessibility Plan sets out the targeted actions the school will take to improve accessibility for pupils with disabilities. These measures span multiple areas, including physical access to buildings and classrooms, adaptations to teaching methods and learning materials, and the provision of specialised support services.

Working closely with students, families, staff, and external specialists, the school has identified key priorities and developed practical strategies to address them. Its overarching aim is to create an environment where every child feels valued, supported, and empowered to achieve their full potential. By placing accessibility at the heart of its practice, Caister Junior School seeks not only to meet statutory requirements but also to nurture a culture of inclusivity, respect, and belonging throughout the school community.

**SEND at Caister Junior School**

Caister Junior School has a warm, child-centred approach to SEND that is evident throughout the school. Staff know their pupils well and work thoughtfully to ensure that every child feels safe, supported, and able to access learning in a way that suits their individual needs. The school's commitment to inclusion is reflected in the calm, nurturing relationships between adults and pupils, and in the consistent, positive environment created across classrooms.

The SEND team is proactive and approachable, with a clear focus on early identification, strong communication with families, and practical strategies that help pupils succeed. Teachers adapt learning with care, ensuring that pupils with SEND are fully included in classroom activities and wider school life. There is a shared understanding across the staff team that inclusion is everyone's responsibility, and this is visible in daily practice.

Caister Junior School benefits from being part of the City2Coast Primary Federation, drawing on shared expertise while maintaining its own strong community identity. The school's SEND provision is rooted in collaboration, kindness, and high expectations for all pupils.

**Access to the Building**

In the context of a school, "access to the building" refers to ensuring that all students, staff, and visitors can enter, move around, and utilise the facilities within the school premises without encountering barriers.

Caister Junior School manages and improves the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students. The needs of future cohorts and any staff appointed with disabilities will be assessed and provision made as they arise. Annual reviews of physical accessibility are undertaken.

Caister Junior School has the following special facilities:

- wheelchair access into the main entrance
- doorways and corridors are designed to be wide enough to accommodate wheelchairs and other mobility aids, allowing for easy movement throughout the school.
- accessible toilet/s with handrails
- designated accessible parking spaces are available close to the school entrances to facilitate easy access for those with disabilities.
- ramps
- easy access for taxis/other transport
- classrooms are carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, and high frequency lighting. Classrooms are arranged to ensure that students with disabilities can easily access their desks and participate in classroom activities.
- blinds and curtains in classrooms to reduce glare

- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support
- clear and visible signage is used throughout the school to help guide students, staff, and visitors to various areas, including accessible routes and facilities.
- emergency exits are designed to be accessible, ensuring that all individuals can evacuate safely in case of an emergency.

These features reflects the school's commitment to providing an inclusive and accessible environment for everyone.

**Access to the Curriculum**

At Caister Junior School, staff take genuine pride in ensuring that every child is able to access learning fully, confidently and without barriers. There is a clear, shared understanding across the team that inclusion is not an add-on—it is part of daily practice. Teachers and support staff make thoughtful, meaningful adaptations to teaching, the learning environment and classroom routines so that all pupils, whatever their needs or starting points, can participate in school life with dignity and independence.

A truly inclusive primary curriculum at Caister Junior School is supported through a range of approaches, including:

- Adapted Teaching Approaches — Teachers adjust how lessons are delivered, offering scaffolded tasks, differentiated explanations and varied levels of challenge so every child can engage at a level that feels achievable and empowering.
- Flexible Learning Environments — Classrooms and shared spaces are organised with care, allowing pupils with physical, sensory, medical or emotional needs to move safely and work comfortably.
- Supportive Tools and Resources — Visual timetables, sensory supports, communication aids, enlarged texts and specialist seating are used thoughtfully to help pupils engage more independently.
- Collaborative Staff Practice — Class teachers, teaching assistants, SEN staff and pastoral teams work closely together, ensuring pupils receive consistent, targeted support.
- Multisensory Learning — Lessons blend visual, auditory and hands-on experiences, helping pupils deepen understanding and access learning in ways that suit them.
- Accessible Learning Materials — Worksheets, books and digital resources are adapted when needed, whether through simplified language, added visuals or alternative formats.
- Celebrating Diversity — The curriculum reflects the backgrounds, experiences and cultures of the school community, helping pupils develop respect, empathy and understanding.
- Inclusive Classroom Practice — Whole-class teaching, group work and independent tasks are structured so every pupil can take part meaningfully, with barriers identified and removed.
- Ongoing Monitoring and Support — Staff continually assess progress and adapt teaching in response to need, ensuring each child is supported to move forward.
- Partnership with Families — Parents and carers are valued partners; staff listen carefully to their insights and involve them in planning support.
- Professional Development — Staff engage in ongoing training to strengthen their skills in inclusive teaching and SEND practice.

- Adaptable and Calming Spaces — Classrooms and shared areas include low-stimulus or quiet spaces where pupils can regulate, reset and feel safe.

Caister Junior School works hard to ensure that all children can access a broad, engaging curriculum. The school recognises that some pupils may require reasonable adjustments to participate fully, and these are implemented with care and sensitivity so every child feels included in all aspects of school life.

Identifying special educational needs is an integral part of the school's approach to monitoring progress and development. Staff understand the importance of early recognition and use ongoing observations and assessments to identify difficulties promptly and accurately.

Children with significant health needs are supported through individual Healthcare Plans, developed in partnership with families and relevant medical professionals. Staff receive appropriate training to ensure pupils with specific needs are supported safely and confidently.

The school operates in line with its inclusive philosophy and statutory duties, and there are currently no known barriers preventing any child from accessing classrooms, activities or the wider curriculum. Provision is reviewed at least annually, and additional assessments are carried out for new pupils joining throughout the year to ensure support is in place from the outset.

**Access to information**

Caister Junior School strives to improve the delivery of written information to pupils, staff, parents and visitors with disabilities, including handouts, timetables, textbooks and information about the school and school events. The information is made available in various preferred formats within a reasonable time frame.

*Website*: Web accessibility is the inclusive practice of ensuring there are no barriers that prevent interaction with, or access to, websites by people with all types of disabilities. When sites are correctly designed, developed and edited, more users have equal access to information and functionality. Within the context of 'reasonable' under the Equality Act, the school's website is acceptable.

The website contains all of the information available to parents and students that is required. There is a link to Google Maps for users to plan their route and the website is easy to navigate.

*Signage*: School signage, internal and external, should be large enough (large font) and at a height which can be read easily by any user of the building including those in wheelchairs. School signs make clear where access points and exits points are including disabled signs and disabled toilets.

*Technology and furniture*: Technology enables all students to access information readily regardless of their disability and is adjusted, where appropriate for students, known to the school already, who suffer hearing loss.

Where appropriate, disabled students are equipped with laptop, iPad, reading pen or other new technologies to assist them in accessing information and learning including practical subjects such as technology and PE.

Where appropriate and if required, specialist ergonomic furniture will be purchased to enable those with a disability to learn.

**Summary**

Commitment to Accessibility

Caister Junior School is committed to continuous improvement in accessibility. They have implemented a range of strategies and initiatives to enhance the physical environment, curriculum, and communication methods. Their Accessibility Plan outlines their ongoing efforts to ensure that their school is a place where all students feel welcome, supported, and empowered to succeed.

It is for the School's Senior Leadership Team and Management to take ownership of actions to improve accessibility, in the context of the many competing demands schools face. The priorities suggested in the Accessibility Action Plan may be helpful in that regard.

In the UK, maintained schools are required to publish their Accessibility Plan online. This is part of their obligations under the School Information (England) Regulations 2008, as amended by the School Information (England) (Amendment) Regulations 2012 and 2016. The plan should be accessible on the school's website, and if the school doesn't have its own website, it should be published on an alternative website with a link provided to parents and carers. It is suggested that the school's own development and improvement plan (SIP) contains targets linked to this Accessibility Action Plan, to encourage allocation of staffing and budget resource to support further improvements to accessibility.

**Equality Act Audits relationship with Caister Junior School does not end with the submission of this document. We remain available by telephone or email for further discussion, advice and support throughout the currency of this audit. We especially welcome feedback regarding your progress. Please do share your success stories with us.**

Thank you for the opportunity to work with the school, and the hospitality extended during our visit to the school. We look forward to having the opportunity to support the school again, should you kindly choose to reappoint us.

**Auditor name, post nominal qualifications**

**06/07/2026**

**For Equality Act Audits.**

## 1.1 Table of Audit Findings

This table summarises the audit outcomes. The detailed findings are given in Section 10 below.

Action Plan recommendations, where appropriate, are provided in Section 13.

| Reference | Audit Aspect | Outcome 2026 |
|---|---|---|
| **Access to Information** | | |
| 10.1.1 | Internal communication strategies | Compliant |
| 10.1.2 | Arrangements for providing information in simple language, large print, via digital audio, by Braille | Compliant |
| 10.1.3 | School website and social media content | Compliant |
| 10.1.4 | Actively promoting and communicating an inclusive environment in your school | Compliant |
| 10.1.5 | Staff familiarity with technologies and support strategies and processes developed to assist people with disabilities | Compliant |
| 10.1.6 | Complaints process | Compliant |
| **Access to Site and Facilities** | | |
| 10.2.1 | Access via Public Transport | Compliant |
| 10.2.2 | Arrangements for accessible parking | Improvement Recommended |
| 10.2.3 | Security gates and barriers | Compliant |
| 10.2.4 | Access through the site to Reception | Compliant |
| 10.2.5 | Reception facilities | Improvement Recommended |
| 10.2.6 | External areas, movement between buildings | Improvement Recommended |
| 10.2.7 | Emergency Evacuation and Lockdown Procedures | Compliant |
| 10.2.8 | Internal movement – corridors and evacuation routes | Compliant |
| 10.2.9 | Internal movement – stairs and lifts | Compliant |
| 10.2.10 | Accessible Toilets | Improvement Recommended |
| 10.2.11 | Changing Rooms | N/A |
| 10.2.12 | Medical Facilities | Compliant |
| 10.2.13 | School Signage (Internal and External) | Improvement Recommended |
| 10.2.14 | Internal décor, finishes and Lighting | Compliant |

| | | |
|---|---|---|
| 10.2.15 | Intervention Rooms, Sensory Rooms and Quiet Corners | Compliant |
| 10.2.16 | Dining and Catering | Compliant |
| 10.2.17 | Social Spaces & Playgrounds | Compliant |
| 10.2.18 | Doors | Improvement Recommended |
| 10.2.19 | Teaching and study spaces, Furniture & teaching Equipment | Compliant |
| 10.2.20 | Staff facilities | Improvement Recommended |
| **Access to Education** | | |
| 10.3.1 | Staff Expertise and Training, including Disability Awareness Training | Improvement Recommended |
| 10.3.2 | Admission | Compliant |
| 10.3.3 | SEN Information Report | Compliant |
| 10.3.4 | Safeguarding | Compliant |
| 10.3.5 | Pupils with physical Health Care Needs | Compliant |
| 10.3.6 | Access to the Curriculum and Lesson Planning for pupils with SEND | Compliant |
| 10.3.7 | Access to assignments and examinations for pupils with SEND | Compliant |
| 10.3.8 | Access to Educational Visits and Extra Curricular Activities | Compliant |
| 10.3.9 | Pupil Outcomes | Compliant |
| 10.3.10 | Staffing & Leadership | Compliant |

Introduction to Accessibility and Equality Legislation in Schools

Whilst this audit and report focuses primarily upon accessibility for disabled persons, schools still need to comply with the whole of the Equality Act 2010. To that end this section introduces the wider Act so that the disability access issues raised can be considered within the context of the overall Act.

The following has largely been extracted and paraphrased from *The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities*, Department for Education (May 2014) as permitted under Open Government Licence V2.0.

## 1.2. Overview of The Equality Act 2010

1.2.1 The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

1.2.2 As far as schools are concerned there are some changes, but for the most part the effect of the law is the same as it has been in the past – schools which are already complying with the law will not find major differences in what they need to do. In some areas – in particular the introduction of the public sector equality duty which has replaced the three separate duties on race, disability and gender – the overall effect of the Act is to reduce a certain amount of bureaucracy and so should be less burdensome and more effective.

## 1.3. Schools: who and what the Act applies to

1.3.1 In England and Wales the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools. In Scotland it applies to schools managed by education authorities, independent schools and schools receiving grants under section 73(c) or (d) of the Education (Scotland) Act 1980.

1.3.2 The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

1.3.3 The “responsible body” is the governing body or the local authority for maintained schools in England and Wales, the education authority in the case of maintained schools in Scotland, and the proprietor in the case of independent schools, Academies or non-maintained special schools. In practice, any persons acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions, and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.

1.3.4 The Act deals with the way in which schools treat their pupils and prospective pupils: the relationship between one pupil and another is not within its scope. It does not therefore bear directly on such issues as bullying by pupils. However, if a school treats bullying which relates to a protected

ground less seriously than other forms of bullying – for example failing to protect a disabled pupil against bullying by classmates – then it may be guilty of unlawful discrimination.

1.3.5 The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

## 1.4. Protected characteristics

1.4.1 The term "protected characteristics" is used as a convenient way to refer to the personal characteristics to which the law applies.

1.4.2 It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

1.4.3 This audit and report specifically focusses upon disability access. <Equality Act Audits can undertake separate audits of compliance in the remaining areas – please contact us for further details and a quotation.

# 2. Special provisions for disability

The following has been extracted and paraphrased from *The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities*, Department for Education (May 2014) as permitted under Open Government Licence V2.0.

2.1.1 The law on disability discrimination is different from the rest of the Act in several ways. It works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

2.1.2 The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs

2.1.3 The overriding principle of equality legislation is generally one of equal treatment - i.e., that you must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So, in a school setting the general principle is that you must treat male and female, black and white, gay and straight pupils equally - but you may be required to treat disabled pupils differently. Discrimination is also defined rather differently in relation to disability

## 2.1. Provisions relating to disability

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- Unlike the DDA the Equality Act does not list the types of day-to-day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.
- Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test.
- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.
- From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) EHCPs or from other sources. In practice this will already be being done in many cases.

## 2.2. Definition of disability

2.2.1 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

2.2.2 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

## 2.3. Unlawful behaviour regarding disabled pupils

### 2.3.1 Direct discrimination

A school must not treat a disabled pupil less favourably simply because that pupil is disabled – for example by having an admission bar on disabled applicants.

A change for schools in this Act is that there can no longer be justification for direct discrimination in any circumstances. Under the DDA schools could justify some direct discrimination – if it was a proportionate means of meeting a legitimate aim. What the change means is that if a school discriminates against a person purely because of his or her disability (even if they are trying to achieve a legitimate aim) then it would be unlawful discrimination as there can be no justification for their actions.

### 2.3.2 Indirect discrimination

A school must not do something which applies to all pupils, but which is more likely to have an adverse effect on disabled pupils only – for example having a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for a legitimate reason and is a proportionate way of achieving that legitimate aim.

### 2.3.3 Discrimination arising from disability

A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example by not allowing a disabled pupil on crutches outside at break time because it would take too long for her to get out and back. Like indirect discrimination, discrimination arising from disability can potentially be justified.

### 2.3.4 Harassment

A school must not harass a pupil because of his disability – for example, a teacher shouting at the pupil because the disability means that he is constantly struggling with class-work or unable to concentrate.

## 2.4. Public Sector Equality Duty

The Public Sector Equality Duty requires all public authorities, including schools, to have due regard to the need to:

- Eliminate discrimination and other conduct prohibited by the Act;
- Advance equality of opportunity
- Foster good relations

## 2.5 Disability Equality Duty

Schools previously had a statutory duty which required them to take proactive steps to tackle disability discrimination and promote equality of opportunity for disabled pupils. Under the Equality Act, this has been replaced by the ***general equality duty*** not to discriminate, and the ***specific duties*** below.

### 2.5.1 Reasonable adjustments and when they must be made

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

### 2.5.2 Auxiliary aids and services

The duty to provide auxiliary aids as part of the reasonable adjustment duty is a change for all schools from September 2012 and also extends to maintaining local authorities.

2.5.2.1 Many disabled children will have a SEN and may need auxiliary aids which are necessary as part of their SEN provision; in some circumstances as part of a formal SEN EHCP. These aids may be provided in the school under the SEN route, in which case there will be no need for the school to provide those aids as part of their reasonable adjustment duty.

2.5.2.2 Schools will have to consider whether to provide auxiliary aids as a reasonable adjustment for disabled children. This will particularly be the case where a disabled child does not have a SEN EHCP or where the EHCP does not provide the auxiliary aid or service.

2.5.2.3 There should be no assumption, however, that if an auxiliary aid is not provided under the SEN regime, then it must be provided as a reasonable adjustment. Similarly, whilst schools and LAs are under the same reasonable adjustment duty, there should be no assumption that where it is unreasonable for a school to provide an auxiliary aid or service, for example on cost grounds, it would then be reasonable for the local authority to provide it. All decisions would depend on the facts of each individual case. The nature of the aid or service, and perhaps also the existence of local arrangements between schools and local authorities, will help to determine what would be reasonable for the school or the LA to provide. For example, where there is a centrally organised visual or hearing impairment service it may be

reasonable for the local authority to provide more expensive aids or support through that service but not reasonable for an individual school to have to provide them.

2.5.2.4 The term "auxiliary aids" found in the Equality Act 2010 covers both auxiliary aids and services but there is no legal definition for what constitutes auxiliary aids and services. Considering the everyday meaning of the words, is, however, helpful. Legal cases have referred to the Oxford English Dictionary definition of auxiliary as "helpful, assistant, affording aid, rendering assistance, giving support or succour" and that auxiliary aids and services "are things or persons which help." Examples of what may be considered an auxiliary aid could be; hearing loops; adaptive keyboards and special software. However, the key test is reasonableness and what may be reasonable for one school to provide may not be reasonable for another given the circumstances of each case.

2.5.2.5 Some disabled children will have a need for auxiliary aids which are not directly related to their educational needs or their participation in school life, for example, things which are generally necessary for all aspects of their life, such as hearing aids. It is likely to be held that it would be unreasonable for a school to be expected to provide these auxiliary aids.

**2.5.3 Making reasonable adjustments**

2.5.3.1 A minor change for schools is that a failure to make a reasonable adjustment cannot now be justified, whereas under the previous disability discrimination legislation it could be. However, this change should not have any practical effect due to the application of the reasonableness test – i.e., if an adjustment is reasonable then it should be made and there can be no justification for why it is not made. Schools will not be expected to make adjustments that are not reasonable.

2.5.3.2 In addition to having a duty to consider reasonable adjustments for individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point. However, schools are not obliged to anticipate and adjust for every imaginable disability and need only consider general reasonable adjustments - e.g., being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school. Such a strategic and wider view of the school's approach to planning for disabled pupils will also link closely with its planning duties.

2.5.3.3 The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. It will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements, and whether aids have been made available through the Special Educational Needs route.

2.5.3.4 Cost will inevitably play a major part in determining what is reasonable and it is more likely to be reasonable for a school with substantial financial resources to have to make an adjustment with a significant cost, than for a school with fewer resources. For example, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it.

2.5.3.5 Often, though, effective and practicable adjustments for disabled pupils will involve little or no cost or disruption and are therefore very likely to be reasonable for a school to have to make.

2.5.3.6 Schools generally will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and

would therefore not be reasonable – for example, if a school put on a geology field trip which necessarily involved climbing and walking over rough ground and after fully considering alternatives to accommodate a disabled pupil in a wheelchair who could not take part it determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved, it would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment

2.5.3.7 The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN EHCP provisions which are part of education legislation, under which local authorities must provide auxiliary aids to pupils with a EHCP of special educational need.

### 2.5.4 Schools' duties around accessibility for disabled pupils

2.5.4.1 Schools and LAs need to carry out ***accessibility planning*** for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

2.5.4.2 Schools must create and provide adequate resources to implement ***accessibility plans*** which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

2.5.4.3 School accessibility plans shall be reviewed at least every 3 years.

2.5.4.4 An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

2.5.4.5 OFSTED inspections may include a school's accessibility plan as part of their review.

### 2.5.5 Local authorities' duties around accessibility for disabled pupils

LAs must, for the schools for which they are responsible, prepare accessibility strategies based on the same principle as the access plans for schools.

# 3. Purpose of Audit

3.1. The audit addresses and recognises the requirements of the Equality Act 2010. The report includes recommendations for required remedial actions and ongoing monitoring and control measures. Guidance is also referred to such as BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People - Code of Practice; along with other applicable sources where appropriate.

3.2. The focus of this report is to ensure that the school meets with the requirements of part IV of the Equality Act and so does not discriminate against disabled pupils.

3.3. However, the report will also deal with the obligations under section III of the Equality Act 2010 which relates to the provision of services to members of the public.

3.4. To achieve this, the report will identify where communication strategies, the property, and educational teaching and support processes do not meet current legislation or best practice standards. The report will recommend ways to overcome these issues. Recommendations may incorporate physical adaptations to the site, changes to policies and procedures or a combination of these.

## 4. Commissioning of Audit

4.1. An Accessibility Plan and Audit of Caister Junior School was commissioned by Andrea Dix, Business Manager, City2Coast Primary Federation.

4.2. This is the third Accessibility Audit report undertaken at this school by Equality Act Audits Limited.

4.3. Initial information was gathered by an initial fact-finding questionnaire and review of information published on the school website.

4.4. An on-site audit was undertaken on 06/07/2026 using a checklist.

4.5. On the day, the auditor met with Andrea Dix, Business Manager, City2Coast Primary Federation.

4.6. The resulting information was compiled into this Audit Report and Action Plan.

## 5. Credentials of Equality Act Audits Team

Equality Act Audits has been dedicated to assisting schools with their most pressing accessibility issues for over 15 years. As a small team, we understand the importance of equality in education, and each auditor in our team has a personal connection to this cause. We understand that an Accessibility Plan is not just about fulfilling a requirement set by the Department for Education but also creating an inclusive environment for all.

Our aim at Equality Act Audits Limited is to support schools in navigating the complex landscape of the Equality Act. We help schools determine what would be considered a 'reasonable adjustment' and provide recommendations, accordingly, enabling them to ensure equal access and opportunities for all their students, staff and other stakeholders.

Our Access Auditors are not only trained in accessibility but also frequently undertake additional training in equality and diversity. This ensures that our team remains up to date with the latest advancements and best practices in this field.

We are passionate about making a positive impact on education and are committed to assisting schools in creating an inclusive environment where every student can thrive. With our expertise and dedication, we are well-equipped to address the unique challenges faced by schools in the realm of accessibility and equality.

At Equality Act Audits Limited, we are here to provide the guidance and support schools need to create positive change, promote equality, and foster an inclusive educational experience.

*All auditors employed by Equality Act Audits hold an Enhanced DBS clearance.*

## 6. Contextual Background to the School

Each individual school differs in context from other schools. This individual context will have a bearing on how and to what extent the school is able to respond to the challenges of maximising accessibility.

The Equality Act 2010 itself doesn't specifically state what should be considered '*reasonable*'. This may seem confusing, but it actually stems from a desire to make the legislation flexible. What might be considered reasonable in one circumstance may well not be reasonable in another.

In order to make appropriate recommendations, context is vital. This enables Equality Act Audits Limited to determine what measures would or wouldn't be 'reasonable' in a given situation.

While it is essential to have an Accessibility Plan, schools are not strictly bound to implement every recommendation detailed in the plan. However, they should strive to follow best practices to create an inclusive and supportive learning environment for all pupils.

Adhering to the recommendations in the Accessibility Plan is considered best practice. It demonstrates the school's commitment to inclusivity and its proactive approach to addressing potential barriers faced by disabled pupils. Following these recommendations can also enhance the overall educational experience and outcomes for all students.

**7.1 Location.** Caister Junior School is located in the coastal village of Caister-on-Sea, just north of Great Yarmouth. The school sits within a well-established residential community and is easily accessible by local roads, with safe pedestrian routes for pupils and families. Its position within the village allows the school to maintain strong links with the wider community while providing a calm, welcoming environment for children.

**7.2 Ethos of the School.** Caister Junior School has a warm, inclusive ethos built on kindness, ambition and a genuine commitment to doing what is right for every child. Staff know their pupils well and work hard to create a learning environment where children feel safe, valued and confident. The school promotes high expectations alongside strong pastoral care, ensuring that all pupils—whatever their needs or starting points—are supported to thrive academically, socially and emotionally. There is a clear culture of teamwork, respect and positivity that underpins daily practice across the school.

**7.3 Nature of School Site.** The school site is a single-level, accessible primary setting with classrooms arranged around central shared areas. Movement around the building is straightforward, with wide corridors, clear signage and level access to all key learning spaces.

Outdoor areas include playgrounds, green spaces and dedicated activity zones that support both structured and informal play. The site is well maintained, calm and welcoming, providing a safe environment for pupils with a range of physical, sensory, medical and emotional needs. There are no barriers preventing pupils from accessing classrooms, facilities or wider school activities.

The school shares the site with the Infant School and benefits from extensive outdoor space, including large playing fields and playgrounds. All areas are on one level, supporting ease of movement for all pupils. The federation's house, West View Bungalow, is also located on site.

Additional facilities include a library, art studios, a sports hall, an ICT suite, a sensory room and several intervention rooms, providing a broad range of environments to support academic, creative and therapeutic learning.

**7.4 Number of pupils.** There are 326 total pupils at the school, 91 (28%) represent those with SEND.

**7.5 Trend in pupil numbers.** School numbers are stable.

**7.6 More Able**. At Caister Junior School, they believe in treating all pupils as individuals and so catering for their individual needs. All pupils including the most able are entitled to a challenging and stimulating curriculum that develops their full potential. Within the school's general policy of inclusion, provision for able, gifted and talented pupils is a matter of equal opportunity and they ensure that the most able have

the opportunity to nurture their ability, stimulate their desire for life- long learning and to achieve and excel.

**7.7 Pupil Premium.** There are 120 Pupil Premium Pupils. This represents 37% of the pupil population.

The Pupil Premium is an extra grant of money given to schools by central government to support pupils who qualify for Free School Meals (FSM). The definition includes and pupil that has qualified for FSM in the last 6 years, even if they are not currently claiming. Research shows that on average, pupils qualifying for FSM are likely to do less well at school. Whilst this is an average and a generalisation, the initiative behind the grant is to use the pupil premium to support FSM pupils in any relevant or special ways to enable them to attain and achieve as well as their non-FSM peers.

**7.8 Pupils for whom English is not the first language.** English as an additional language (EAL) refers to learners whose first language is not English. They may be capable of speaking English and, indeed writing in English, but, as English was not their first language, it is an additional language. A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

There are currently 14 EAL learners. Where appropriate, EAL pupils will be supported by the Special Educational Needs Co-ordinator (SENCO/Head of Learning Support) and teaching staff in the classroom to enable the pupil to complete tasks with understanding.

**7.9 SEN Staffing.** Class Teachers are responsible for: Checking on the progress of pupils and identifying, planning and delivering any additional help they may need (this could be targeted work or additional support) and informing the Special Education Needs and Disabilities Co-ordinator (SENCO). Writing Individual Learning Support Plans for Inclusion/Individual target plans and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for pupils as identified on the school's provision map. Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO is responsible for: Providing professional guidance to colleagues and work closely with staff, parents and other agencies. Writing the SEN Information Report which MUST be published on the setting website and updated annually. Overseeing the day-to-day operation of the school's SEN policy. Co-ordinating provision for children with SEN. Advising on a graduated approach to provide SEN Support. Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively. Liaising with parents of pupils with SEN. Liaising with EYFS providers, other schools, Educational Psychologist, health and social care professionals and independent or voluntary bodies, LA. Managing the transition process – between the varying levels of SEN support, from one year group to the next and any change of school.

**7.10 Safeguarding.** As well as statutory responsibilities in relation to children's learning, the school has a pastoral and legal responsibility towards their pupils and must recognise that the children and young people in their charge have a fundamental right to be protected from harm.

Caister Junior School is committed to safeguarding and promoting the welfare and well-being of children, young people and staff. They believe that everyone, without exception, has a right to be safe and to be treated with dignity and respect regardless of background and free from discrimination. The school recognises that children learn best when they are healthy, safe and secure. Any allegation of child abuse or a safeguarding issue will be treated with the utmost concern. They will always liaise with relevant external agencies in accordance with locally agreed protocols.

The arrangements for safeguarding are effective. There is a clear ethos across the school that sets the safety of pupils as a high priority. Leaders have been effective in creating a culture in which safeguarding is seen as everyone's responsibility and not just the designated safeguarding leader. Effective record-keeping reflects the school's commitment to keep all pupils safe. Parents and carers say their children are well cared for and safe at school.

Training for staff and governors in child protection means that they are knowledgeable and up to date with the most recent guidance and legislation. Staff are vigilant and know what to do should they have any concerns about a child's welfare. The school works very well with parents and a wide range of external agencies to keep children safe and free from harm. Leaders are tenacious in making sure that safeguarding matters are followed up thoroughly. Governors make sure that all checks on staff and volunteers working with children are made and recorded.

**7.11 Neurodivergent environment.** Caister Junior School recognises the importance in respecting the diversity of neurological differences amongst all individuals. This concept is rooted in the idea of neurodiversity, which suggests that neurological differences like Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, and others are natural variations of the human brain. The school works hard to create environments with inclusive spaces where neurodivergent individuals can thrive.

There are numerous references in this Plan on how to create a neurodivergent environment and below is a summary. Creating a neurodivergent-friendly environment involves implementing practices and adjustments that support individuals with diverse neurological needs. Here are some key strategies to achieve this:

<u>Physical Environment</u>

1. **Sensory-Friendly Spaces**: Designate quiet areas where individuals can retreat if they feel overwhelmed by sensory stimuli.
2. **Adjustable Lighting**: Use dimmable lights or natural light options to accommodate those who are sensitive to bright or fluorescent lights.
3. **Comfortable Seating**: Provide a variety of seating options to cater to different sensory and physical needs.
4. **Clear Signage**: Use clear, simple signs and visual aids to help individuals navigate the environment easily.

<u>Educational and Workplace Practices</u>

1. **Flexible Schedules**: Offer flexible working or learning hours to accommodate different productivity and focus patterns.
2. **Assistive Technology**: Provide tools and technology that support different learning and working styles, such as speech-to-text software or noise-cancelling headphones.
3. **Individualised Support Plans**: Develop personalised plans that outline the specific needs and accommodations for each neurodivergent individual.
4. **Inclusive Curriculum**: Ensure that educational materials and activities are accessible and engaging for all students, regardless of their neurological differences.

<u>Communication and Interaction</u>

1. **Clear Communication**: Use straightforward, unambiguous language and provide written instructions or summaries to reinforce verbal communication.
2. **Social Skills Training**: Offer programs or workshops to help neurodivergent individuals develop social skills and navigate social interactions.
3. **Awareness and Training**: Educate staff and peers about neurodiversity and how to support neurodivergent individuals effectively.

Policies and Culture

1. **Inclusive Policies**: Implement policies that promote inclusivity, prevent discrimination, and provide reasonable accommodations for neurodivergent individuals.
2. **Foster a Supportive Culture**: Encourage an environment where neurodivergent individuals feel valued and understood. Promote acceptance and celebrate neurodiversity.
3. **Regular Feedback**: Gather feedback from neurodivergent individuals to continuously improve the environment and address their needs.

Continuous Improvement

1. **Ongoing Training**: Provide regular training for staff and peers on neurodiversity and best practices for creating inclusive environments.
2. **Monitor and Evaluate**: Regularly assess the effectiveness of your strategies and make necessary adjustments based on feedback and new research.

Caister Junior School has implemented many of these strategies and has been successful in creating a neurodivergent-friendly environment that supports and celebrates the unique strengths and contributions of all its individuals.

# 8. Constraints and limitations to the audit

8.1 This report may not be copied or reproduced by any means without prior written permission from Equality Act Audits. It is a confidential report and has been prepared for the exclusive use of the commissioning party and unless otherwise agreed in writing by Equality Act Audits, no other party may use, make use of or rely on the contents of this report. No liability is accepted by Equality Act Audits for any use of this report, other than for the purposes for which it was originally prepared and provided.

8.2 Opinions and information provided in the report are based on Equality Act Audits using due skill, care and diligence in the preparation of the same and no warranty is provided as to their accuracy. It should be noted, and it is expressly stated, that no independent verification of any of the documents or information supplied to Equality Act Audits has been made.

8.3 The content of this report is based on the information and access provided to the consultant at the time of this audit. Any recommendations or advice in this report is based upon evidence seen. Whilst every care is taken to interpret current Acts, Regulations and Approved Codes of Practices, these can only be authoritatively interpreted by Courts of Law. Undergoing of the recommendations in the report could assist in meeting the requirements of the Equality Act 2010 / Disability Discrimination Act but does not guarantee it. Nor does compliance with this report remove any liability on the part of the client or give protection against legal proceedings.

8.4 OFSTED and others should not infer weakness in the management of a school from the outcomes of the accessibility audit. The ability of the school to address issues considered to require improvement or be inadequate may be constrained by a variety of factors outside the control and influence of the school management and leadership team.

8.5 The “myth” of compliance: There is actually no such concept as being “fully DDA compliant” for an existing building. The phrase has entered the language, but the legislation reads differently. A new public building will have to show disabled access, accessible toilets etc. but an existing structure will be asked to make “reasonable adjustments”.

8.6 Disability and equality legislation is not prescriptive in its recommendations to improve accessibility. As such, compliance with the various Acts cannot ultimately be determined or used as a method for assessing accessibility. Only tangible standards set out in guidance documents such as BS8300: 2009 can be referred to for 'compliance'.

8.7 Although we have included the code of practice for means of escape for disabled people within our criteria, this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the school’s emergency evacuation plan.

8.8 In the time available it is not possible to visit every occupied room. In the case of large school premises, a reasonable sample of teaching environments for pupils and working environments for staff and visitors has been visited. Plant rooms and workshops etc not used for educational purposes, and rooms otherwise not visited during the audit process are not covered by this report.

8.9 Recommendations represent best practice at the time of writing, but the concepts of “best practice” and “reasonable” will change with time. Research and innovation allow new concepts and products/services to become available. Therefore, the Equality Act recommends a school be audited every 3 years.

8.10 Fire Evacuation and Health & Safety legislation may conflict with disability equality legislation. When this happens fire and safety legislation take priority (although H&S and disability equality often share common objectives).

8.11 For this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various user groups and appropriate employees prior to undertaking specific adaptation works arising from recommendations within this report.

8.12 If the site or buildings have a listed building status or are located within a designated conservation area, professional advice must be sort for planning applications.

8.13 Where recommendations have been suggested that may influence the evacuation strategy or the fire safety integrity of the building additional consultation with the relevant local Fire Officer is advised prior to works being undertaken.

8.14 Externally sourced images are used within this report; these are for illustrative purposes only. External images are indicated along with their source.

# 9. Key to the Accessibility Audit

### 9.1 Key

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| **Reference No.** | The reference number of the audit item. This links through to the Action Plan. |
| **Best Practice** | A brief summary of accepted best practice in the area being considered, including where appropriate a perspective from the point of view of disabled persons. |
| **Audit findings** | Captures what was observed or stated to be the case during the audit process. Where appropriate a photo will provide visual support to the evidence. |
| **Grade 2026** | The Audit aims to take a non-judgemental stance. However, it is perhaps inevitable that grading findings may feel judgemental. Feedback indicates that many schools find ranking the findings to be helpful. Understand that the grades are intended to help focus attention where it is most required, for the benefit of those affected, and are not intended as a judgement on the quality of leadership or management. |
| **Suggestions to improve/resolve** | Constructive suggestions as to how further actions will help improve accessibility. Significant actions will be referred to in the Action Plan. |

### 9.2 Findings descriptors

For each of the three sections of the audit, an overall grade is indicated.
These three grades together inform the overall audit grade indicated in the Executive Summary.

| | **In an audit item** |
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| **Exemplary** | Highly effective, exemplary or innovative practice that fully supports accessibility for all pupils or visitors. |
| **Compliant** | Effective practice that supports accessibility for a significant majority of pupils or visitors |
| **Requires Improvement** | Practice supports accessibility for most pupils; however, a significant minority of pupils or visitors could be more effectively supported. |

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| | In some cases, there may be potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect – see Action Plan. |

# Accessibility Audit

## 10.1. Access to Information

An accessible school is one where pupils and parents can access information normally provided by the school to its pupils available to disabled pupils, by means appropriate to the relevant disability; and where staff are well trained, aware, and able to initiate and implement changes to facilitate such access. Information might include items such as handouts, timetables, textbooks or information about school events, reports, newsletters, and general letters home.

Schools have a duty to parents with disabilities to let them have reasonable access to services related to the education of their child or children. This is to make sure parents with disabilities can be fully involved in their child's education. Your child's school should make 'reasonable adjustments' to procedures and policies or provide you with aids to help you access their services, like putting information in accessible formats. They must not refuse to provide a service, or provide a lesser service, to you as a parent with disabilities.

Alternative formats for the provision of information might include: large print, audio tape, Braille, a recognised symbol system, the use of ICT and the provision of information orally, through lip reading or in sign language.

Information must be provided within a reasonable time frame, i.e., to be of proper use for the pupil. For example, a reasonable time frame for the provision of a handout needed during a lesson would be the start of the lesson.

In practice, it is anticipated that most pupils requiring information to be provided in a different format will already have had their needs identified through the school's and/or the Local Authority's SEN identification processes.

| **10.1.1** | **Internal communication strategies including those for hearing and sight impaired pupils, staff and visitors.** |
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| **Best Practice** | Inclusive communication is a way of communicating that respects and values the diversity of all staff members, regardless of their background, identity, or perspective. It helps to create a culture of inclusion, where everyone feels welcome, supported, and empowered to contribute fully.<br><br>There are many benefits of inclusive communication for both individuals and schools. Some of them are:<br><br>• It fosters a sense of belonging and engagement among your teaching staff, which can improve their motivation, performance, and retention.<br>• It enhances innovation and creativity by encouraging diverse perspectives and ideas to be shared and heard.<br>• It improves decision-making and problem-solving by ensuring that everyone's input is considered and valued.<br>• It reduces conflicts and misunderstandings by promoting open dialogue and mutual respect. |

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| | • It builds trust and credibility by demonstrating transparency and accountability.<br><br>Best practices for supporting hearing and sight-impaired pupils in school involve creating an inclusive environment that addresses their specific needs. Here are some key strategies:<br><br>**For Sight-Impaired Pupils:**<br><br>• Accessible Materials: Provide materials in accessible formats, such as large print, Braille, or digital texts.<br>• Specialist Support: Employ qualified teachers of the visually impaired (QTVIs) and habituation specialists to provide tailored support.<br>• Inclusive Environment: Make physical adjustments to the classroom, such as clear pathways, tactile markers, and accessible technology.<br>• Assistive Technology: Use technology like screen readers, magnification software, and Braille displays to support learning.<br>• Collaborative Working: Work closely with parents, specialists, and other staff to create individualised support plans.<br>• Social Inclusion: Promote social inclusion by encouraging sight-impaired pupils to participate in extracurricular activities and group work.<br><br>**For Hearing-Impaired Pupils:**<br><br>• Use of Assistive Devices: Ensure that hearing aids, cochlear implants, and FM systems are available and properly maintained.<br>• Acoustic Modifications: Improve classroom acoustics by using soft furnishings, carpets, and curtains to reduce background noise.<br>• Seating Arrangements: Seat hearing-impaired pupils closer to the teacher and away from noise sources like air conditioning units or windows.<br>• Visual Aids: Use visual aids, such as written instructions, diagrams, and captions for videos, to support learning.<br>• Teacher Training: Provide training for teachers on how to use assistive devices and implement inclusive teaching practices.<br>• Peer Support: Encourage peer support and buddy systems to help hearing-impaired pupils integrate socially and academically. |
| **Audit Findings** | Caister Junior School ensures that all communication is accessible to pupils, staff and parents, including those with hearing or visual impairments. The school actively promotes equality through its communication practices and takes steps to prevent discrimination in any form. Feedback from pupils, staff and families is regularly gathered to help the school evaluate and improve the effectiveness of its communication strategies.<br><br>All communication materials—such as newsletters, emails, website content and notices—are reviewed to ensure they are inclusive, clear and free from discriminatory language or imagery. The school has a clear and robust policy for communicating about incidents of bullying or harassment linked to protected characteristics, ensuring that such matters are handled sensitively and transparently. |

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| | Caister Junior School communicates its commitment to equality and diversity to new pupils, staff and parents as part of its induction processes. The school fosters an environment where all pupils, regardless of background or need, feel heard, respected and valued in their interactions with staff and in the way the school communicates with them. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| **10.1.2** | **Arrangements for providing information in simple language, large print, via digital audio, by Braille** |
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| **Best Practice** | To reach all their audience, schools need to make effective use of accessible communication formats (also known as alternative formats).<br><br>Involve disabled people from your school parents/carers in developing and reviewing a strategy for producing information in accessible formats. They will know their needs and could help you find the most effective ways of meeting them. You can also approach disability organisations for advice.<br><br>Your strategy should outline:<br><br>• how you will anticipate the needs of disabled people<br>• what minimum standards are in place<br>• who is responsible and who will pay for the accessible formats<br>• what type of information you will prioritise<br>• how you will enforce and monitor the strategy<br>• you could potentially include a note on your website or promotional materials, create a sign or post a notice on a bulletin board.<br><br>Examples of how and when schools can support parents with disabilities include:<br><br>• using a pen and notepad to communicate with you if you are deaf or hearing impaired and/or providing induction loops in a certain room.<br>• arranging for an interpreter, for example, in British Sign Language (BSL) and/or allowing more time for one-to-one meetings.<br>• updating you on your child's progress by telephone or email if you are unable to go to a meeting because of your impairment.<br>• holding a meeting in an accessible location, for example, to avoid stairs, if you have impaired mobility.<br>• providing a script of a school play if you are deaf or hearing impaired to help follow the action.<br>• The UK Association for Accessible Formats is an industry association that sets standards and promotes best practice for quality accessible information based on user needs. Their website includes a directory of accessible format producers. |
| **Audit Findings** | Caister Junior School is committed to ensuring that all information is accessible to every member of its community. The school is able to provide information in a |

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| | range of formats—including simplified language, large print, digital audio and Braille—so that pupils, parents and staff with additional needs can access key information confidently and without barriers. This forms an important part of the school's inclusive ethos and its dedication to meeting the needs of all families.<br><br>The school has clear procedures in place for pupils, staff and parents to request information in accessible formats, and any alternative versions are provided promptly and with the same level of detail as standard communications. Caister Junior School actively involves parents, carers and pupils in shaping and reviewing its accessibility practices, gathering feedback through the annual parental questionnaire and through the School Council. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing actions and processes. |

| **10.1.3** | **Is the school Website and Social Media content accessible?** |
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| **Best Practice** | It is essential that the school's website is accessible in order to provide equal access and equal opportunity to people with diverse abilities. On a website, accessibility depends on how a person's disability affects the way they perceive information on a page and how they navigate within and between pages.<br><br>Websites should be accessible to everyone, including users with impairments to their:<br><br>• Vision – severely sight impaired (blind), sight impaired (partially sighted), or colour-blind people<br>• Hearing – people who are deaf or hard of hearing<br>• Mobility – those who find it hard to use a keyboard<br>• Understanding – for example those with dyslexia, autism or learning difficulties<br><br>Ensuring a school's website is accessible to everyone is essential. Here are some key components it should include:<br><br>1. Text Alternatives: All non-text content, like images and videos, should have alternative text descriptions (alt text) for screen readers.<br>2. Keyboard Navigation: The website should be fully navigable using a keyboard, for those who cannot use a mouse.<br>3. Readable Text: Use clear and simple language. Ensure text contrast ratios meet accessibility standards to make text easy to read.<br>4. Captions and Transcripts: Provide captions for videos and transcripts for audio content.<br>5. Consistent Layout: Use a consistent and predictable layout, so users can easily find and understand the information.<br>6. Scalable Text: Allow users to enlarge text without loss of content or functionality.<br>7. Accessible Forms: Ensure forms are labelled clearly, with instructions available for users who rely on screen readers. |

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| | 8. Error Identification: Clearly identify errors in forms and provide guidance on how to correct them.<br>9. Interactive Elements: Make sure all interactive elements (buttons, links, etc.) are accessible and operable by all users.<br>10. Accessibility Statement: Include an accessibility statement outlining the measures taken and providing contact information for users who encounter issues.<br><br>These practices will help create an inclusive, user-friendly experience for all visitors to the school's website.<br><br>Schools must publish specific information online to comply with regulations. This includes policies on admission arrangements, behaviour, complaints, charging and remissions, curriculum, special educational needs and disabilities (SEND), and more.<br><br>The school's SEN Information Report must be published on their website. This report provides details about the support and provisions available for students with SEN, ensuring transparency and accessibility for parents, carers, and the wider community.<br><br>Independent schools are not legally required to publish a Special Educational Needs (SEN) Information Report. However, it is strongly recommended. |
| **Audit Findings** | • Is the school's SEN Information Report available on the website? Yes<br>• Are all policies relating to equality, access, and medical support processes available on the website? Yes<br>• Does the website have an Accessibility Statement available? Yes<br>• Does the website have scalable text allowing users to enlarge text without loss of content or functionality? The Caister Junior School website allows users to enlarge text through standard browser zoom functions without any loss of content or functionality. Text remains readable, pages reflow appropriately, and key information continues to be accessible when magnified.<br>• Is the website easy to navigate? Yes<br><br>Website accessibility is an ongoing process and if the school would like to make further improvements, here are some points to consider:<br><br>1. Some visually impaired users, especially those using keyboard and screen reader users, often navigate by heading elements. An empty heading on your website will present no information to them, causing confusion.<br>2. Identifying the language of the page. This allows screen readers to understand the content visually impaired users are accessing.<br>3. Increase the contrast between the foreground text colour and the background colour. Large text, such as those larger than 18 point or 14 point or in bold, does not require as much contrast as smaller text.<br>4. Image links can be confusing to users accessing websites via screen readers. Include appropriate alternative text on an image within a link to guarantee that the function and purpose of the link, as well as the content of the image itself, is understandable. |
| **Grade 2026** | **Compliant** |

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| **Suggestions to improve/resolve** | Maintain existing actions and processes. |

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| **10.1.4** | **Actively promoting and communicating an inclusive environment in your school** |
| **Best Practice** | Understanding your identity is an important part of a child's development. It takes place in the early years of their lives and follows them into adulthood. Equality, diversity, and inclusion, SMSC and PSHE have a place in establishing what this will look like.<br><br>Schools have a responsibility as educators to prepare the whole child and ensure that approaches are holistic and not simply academic.<br><br>When promoting a healthy environment of inclusion, it is important to take stock of where your school is on the journey.<br><br>The most inclusive schools will take into consideration the curriculum, staff, students, environment, information and display boards, and website when promoting a healthy inclusive environment.<br><br>Schools should listen to the voices of their stakeholders. This includes staff, students, governors, and the community. All stakeholders must have a sense of connection and belonging.<br><br>Sharing information on Equality and Diversity can happen in all aspects of school life. For example,<br><br>• Assemblies<br>• Cultural evenings<br>• Tutor time discussion<br>• Trips<br>• Student debates<br>• Performances<br>• Guest speakers<br>• Visual displays<br>• Podcasts<br>• Resources<br>• Library and other learning spaces<br>• Extra-curricular activities |
| **Audit Findings** | Caister Junior School is deeply committed to creating an environment where every child, parent, staff member and visitor feels valued, respected and included. The school actively promotes diversity and celebrates the wide range of cultures, beliefs, abilities and experiences within its community. This commitment is reflected not only in daily practice but also in the positive, welcoming atmosphere that staff work hard to maintain.<br><br>The school regularly acknowledges and celebrates cultural, religious and other forms of diversity through curriculum activities, themed events and whole-school initiatives. Policies and everyday practices are designed to ensure inclusivity for all pupils and staff, and the school actively involves students, |

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| | parents and the wider community in shaping and promoting its inclusive culture.<br><br>Caister Junior School's curriculum reflects diversity and promotes equality, helping pupils develop respect, empathy and an understanding of the world around them. This approach supports the school's ethos of kindness, ambition and inclusion, ensuring that every child feels seen, supported and able to thrive. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| **10.1.5** | **Staff familiarity with technologies and support strategies and processes developed to assist people with disabilities** |
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| **Best Practice** | Learning disabilities impact the way children are able to process and understand information; they are neurological disorders that might manifest themselves as difficulty listening, thinking, writing, speaking, spelling, or doing mathematical calculations. Dyslexia, dyscalculia, dysgraphia, dyspraxia, visual perception disorders, auditory processing disorders, and language disorders fall under the umbrella of learning disorders. Many children with ADHD also have comorbid learning disorders.<br><br>An idea that teachers must understand is that students with special needs such as learning disabilities need to be taught differently or need some accommodations to enhance the learning environment.<br><br>The following are best practice suggestions to help staff:<br><br>Ongoing Professional Development: Regular training sessions and workshops to keep staff updated on the latest assistive technologies and teaching strategies.<br><br>Collaboration with Specialists: Working closely with special education experts, occupational therapists, and speech-language pathologists to understand the specific needs of pupils and the best tools to support them.<br><br>Hands-On Experience: Providing opportunities for staff to use assistive technologies in real classroom settings, allowing them to become comfortable and proficient.<br><br>Resource Sharing: Creating a central repository of resources, including tutorials, guides, and best practice examples, that staff can easily access.<br><br>Peer Support Networks: Establishing support networks where teachers can share experiences, challenges, and solutions related to using assistive technologies.<br><br>Feedback Mechanisms: Implementing systems for staff to provide feedback on the effectiveness of technologies and strategies, ensuring continuous improvement. |

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| | Not everyone learns in the same way, and teachers can follow some tips to create a well-rounded learning atmosphere:<br>• Maintain an organised classroom and limit distractions<br>• Use music and voice inflection.<br>• Break down instructions into smaller, manageable tasks.<br>• Use multi-sensory strategies.<br>• Give students with special needs opportunities for success. |
| **Audit Findings** | Caister Junior School actively implements best practice to ensure staff are confident and familiar with the technologies, strategies and approaches that support pupils with disabilities. Regular professional development sessions take place throughout the year, and staff work closely with external specialists to strengthen their understanding of individual needs. Hands-on experience with assistive technologies is encouraged, and the school benefits from strong resource-sharing and peer-support networks, alongside effective feedback systems that help refine practice.<br><br>Where required, the learning environment is adapted thoughtfully for individual pupils. For example, children with autism (ASD) may be provided with an individual workstation, personalised visuals or structured supports to help them feel secure and able to engage in learning. Equipment across the school is selected and arranged to ensure it is accessible to all pupils, regardless of need, and extra-curricular activities are planned inclusively so that children with SEND can participate fully.<br><br>The school is aware of a wide range of assistive methods designed to support pupils' learning and understands its obligations under the Equality Act to implement these where appropriate. This includes the use of text-to-speech software, coloured paper, portable hearing induction loops, magnification aids and accessibility features within digital platforms and software.<br><br>Caister Junior School's commitment to inclusive practice ensures that pupils with SEND are supported consistently, sensitively and in a way that enables them to thrive both academically and socially. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| **10.1.6** | **Complaints Process** |
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| **Best Practice** | • It's in everyone's interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to follow formal procedures. Schools should take informal concerns seriously and make every effort to resolve the matter as quickly as possible.<br>• Pupils, parents and visitors should be able to complain if their accessibility needs are not being met.<br>• If a school's complaint procedure says you should write to the Headteacher, you should be allowed to make a verbal complaint if you are unable to write because of your impairment. |

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| | • A school complaints procedure is an Ofsted publication requirement. |
| **Audit Findings** | Caister Junior School's complaints procedure is available on the school website, and the school's approach is firmly rooted in maintaining positive, trusting relationships with families. The school believes that concerns are best resolved locally—through open, honest communication with staff—so that parents feel listened to and the focus remains on providing the very best education and care for every child. Wherever possible, the school aims to address concerns informally, allowing staff to use their time effectively in supporting pupils.<br><br>Parents are encouraged to contact the school office if they have any worries about their child's education or wellbeing, so that an appointment can be arranged with the appropriate member of staff. The school recognises that, on occasion, parents may feel the need to raise a concern more formally. Clear procedures for doing so are set out on the website.<br><br>Caister Junior School understands that concerns can be stressful for families and staff alike. They therefore ask that parents bring issues forward in a spirit of partnership and a willingness to work together towards a solution—and the school responds in the same positive, constructive manner. This collaborative approach helps ensure that every child continues to feel supported, understood and valued. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

## 10.2. Access to Site and Facilities

An accessible school is one where the physical environment does not limit a pupil's ability to take advantage of the education (and other) opportunities on offer.

The purpose of this section of the access audit is to assess how well a site performs in terms of access and ease of use by a wide range of potential users, including people with disabilities. The audit provides a certain "snapshot" of a building at one point in its life. As the starting point of an ongoing access action plan, it can be used to highlight areas for improvement as well as a general risk assessment.

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room décor and furniture.

Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. Improvements can also be made through rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to subject specialisms.

The most obvious part of a building, which determines its accessibility, is the shell. Decisions made by the architect can fundamentally affect the accessibility for a long time.

When the building is fitted out, fixtures and fittings can be critical. Most do not survive as long as the building itself, and if deficiencies are identified, these can be included in the next potential refurbishment.

A building is next furnished and equipped, and at this stage many mistakes can occur. Furnishings are generally short-lived so opportunities for improvement tend to occur more regularly.

Finally, as the building is occupied, the way it is used and managed becomes crucial. Accessibility is affected when bad housekeeping exists causing tripping hazards or, for example, over-zealous polishing leads to slippery floors. Continual monitoring by management therefore has a considerable role to play.

| **10.2.1** | **Access to Public Transport** |
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| **Best Practice** | The most accessible schools will have effective access to public transport. Access to public transportation not only benefits students directly but also plays a significant role in building an inclusive and equitable educational system.<br><br>The most accessible schools are those that are easily reachable from various parts of the community, ensuring that students have equal opportunity to access education regardless of their geographic location or socio-economic background. By being located near public transport hubs or having convenient bus routes, these schools eliminate potential barriers that may prevent students from attending or make their commute challenging.<br><br>Depending on the locality, this could include airports, National & local bus routes, Railways, trams, underground or other light transit systems, cycle lanes, local taxi infrastructure. People with disabilities may rely on such services to reach the school.<br><br>Effective access to public transport enables students to arrive at school safely, punctually, and in a more cost-effective manner compared to private vehicles. This is especially crucial in urban areas where congestion and limited parking spaces make driving to school impractical. Students who rely on public transport are also less likely to face issues such as traffic delays or car breakdowns, ensuring they can consistently attend school and participate fully in their education.<br><br>Furthermore, providing easy access to public transport fosters a more sustainable and environmentally friendly school system. By encouraging students and staff to use public transport, schools contribute to reducing carbon emissions and alleviate traffic congestion around the premises. This not only benefits the environment but also helps create a healthier and more appealing learning environment for everyone. |
| **Audit Findings** | There is access to public transport from the high street.<br><br>• Does the school website provide links to route planning sites (e.g., Google maps etc)? Yes<br><br>There are a few benefits of adding a Google map with a 'directions link' to your website; It helps parents or visitors get instant directions to the school and saves users the steps of having to open a new browser window, leaving the schools' website and finding directions by typing in the address or postcode. Potential visitors can simply use the map on your website which will also |

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| | eliminate errors in typing, especially for those who find using technology difficult. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| **10.2.2** | **Arrangements for accessible parking** |
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| **Best Practice** | For a number of wheelchair users and mobility impaired people it is very important that designated, well sized, accessible parking bays are provided as close as possible to the entrance points.<br><br>If there is not sufficient size to allow a person to transfer from the car to a chair it may actually prevent that person from visiting the building at all or could result in them parking improperly causing an obstruction to other users.<br><br>As a result, it is essential that an adequate number of well-designed accessible bays are provided. Directions to the disabled car parking are required to be placed at the entrance to the site so any disabled visitors know which way to go to access the designated disabled car park space.<br><br>For a site of this type and use there is no specific guidance to follow but we would suggest that 5% of the overall parking provision should be made available for disabled use.<br><br>Having provided well designed accessible parking it is equally important to ensure that pedestrian routes to and from the main disabled entrance are accessible as well as routes for other pedestrians.<br><br>Routes should be level, free from steps, bollards and steep slopes which present difficulties for many disabled people. Moveable street furniture such as bins, seating and A-boards should be carefully located so as to not obstruct walking routes.<br><br>Well-designed dropped kerbs with appropriate tactile paving should be provided where necessary.<br><br>In addition, the hatched areas should allow a 1.2m access zone between bays at the side and 1.2m at the rear for easy boot access. Disabled users are likely to be more vulnerable to collision with traffic and a mobility impaired or elderly person is unlikely to be able to move as quickly as a disabled person. Equally a visually impaired person will be less aware of oncoming traffic. As a result, a safe route should be provided from accessible parking bays to the nearest exit or entrance.<br><br>Any new bays should be designed to meet the requirements of BS8300: 2001. In effect this design ensures that the surface is relatively level, have a hard finish and free from stones, gravel etc.<br><br>As well as a sign on the ground as provision for disabled drivers or passengers only, there should also be a sign immediately in front of the space, or to the side of the space, which is good practice. This is needed in case of snow or leaf covering on the ground. For wheelchair users, signs should be placed between |

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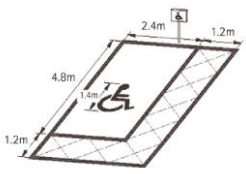
| | 1000mm and 1100mm above floor level. The lettering should be in small case and should contrast with the sign board, and the sign should have a matt surface. Symbols can be used to supplement written signs.<br><br>Pedestrian safety is a crucial aspect of parking lot design. Safe walkways are designed to provide a clear and safe path for pedestrians to walk on, away from moving vehicles. They are usually marked with bright colours and signs to make them easily visible. Pedestrian walkways are designated areas in car parks and school grounds, intended for those on foot. They lead to specific areas, such as entrances. The intent behind pedestrian walkways is safety, to keep people walking apart from those in vehicles and to reduce the incidence and possibility of accidents in the car park.<br><br>Walking behind a parked car in a parking lot is generally safer than walking in between parked cars. This is because drivers are more likely to see pedestrians walking behind their car and can adjust their driving accordingly. Some car parks may even suggest that drivers reverse into the space to provide better visibility when exiting the car park. However, it is still important to be cautious and aware of your surroundings when walking in a car park. | |
| **Audit Findings** | <br> <br> | Parking is available on site, including designated accessible parking. Parents are regularly reminded to park safely and considerately when collecting children, with written communication issued via letters and email. The car park includes safe pedestrian walkways to support secure movement around the site.<br><br>Clear signage is in place at the entrance to indicate the location of disabled parking, and raised-level signs are positioned in front of the accessible bays. However, the accessible parking bays are not currently marked out correctly and require improvement to ensure full compliance and clarity for all users. |
| **Grade 2026** | **Improvement Recommended** | |
| **Suggestions to improve/resolve** | Mark out your accessible parking bays correctly.<br>  | |

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| **10.2.3** | **Security Gates & Barriers** |
| **Best Practice** | Security and safety in schools is a highly emotive subject and one which is never far from the conscience of the head teacher, facilities team, governing body and LEA who all have roles to play in the implementation of an effective school security strategy. |

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| | Through initiatives such as the Building Schools for the Future campaign, funding may be available for schools to upgrade perimeter security to the "duty of care" levels commensurate with the school/pupil relationship.<br><br>Schools have a basic requirement to safely contain students in their care during school hours, keeping them protected from unwanted intruders and away from any danger within the confines of the grounds. After hours the school also needs to be able to 'lock-down' to deter acts of vandalism, theft, concealment and even arson.<br><br>The physical security that surrounds a school site needs to be interfaced with intelligent access control solutions across the entire campus. Generally speaking, most schools (and nurseries) will require segregated access to the main reception from the car park, at which point all visitors are vetted and their reason for wanting to gain entry to be qualified prior to being granted access to the site. In the interest of safety, all access controls must work in conjunction with any fire alarm installation to ensure a speedy evacuation of the site when required<br><br>All fencing, gate and access control solutions must be carefully considered to ensure they are compliant with the stringent safety regulations designed to minimise the risk of accidents. In infant and junior schools and for play areas, it is important to look for RoSPA approved and BS EN 1176 compliant products which have been tested for their ability to provide a safe fencing or gate solution, reducing the risk of puncture wounds or the entrapment of limbs. Schools selecting these products will significantly reduce the risk of public liability claims– an all-important consideration in today's increasingly litigious society.<br><br>Controls need to be accessible.<br><br>Intercoms should be easy to use and have good signage.<br><br>User operated parts to be highlighted including gate handles. | |
| **Audit Findings** | <br> <br> | Caister Junior School takes the safety and security of its students and staff very seriously. They have implemented several measures to ensure that the school grounds are secure and that unauthorised individuals cannot enter the buildings freely. These measures include:<br><br>Controlled Access: The school has controlled access points, with gates and doors that are locked during school hours. Visitors are required to sign in at the main reception and are issued visitor badges.<br><br>Staff Presence: There is a strong staff presence throughout the school day, with staff members on duty during arrival, departure, and break times to monitor the grounds and ensure student safety. |

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| | | Secure Perimeter: The school has a secure perimeter, with fencing and gates that prevent unauthorised access to the school grounds.<br><br>Visitor Protocols: All visitors to the school are required to follow strict protocols, including signing in and out, wearing visitor badges, and being escorted by a staff member if necessary.<br><br>Regular Drills and Training: The school conducts regular safety drills and provides training to staff and students on emergency procedures, ensuring that everyone knows how to respond in case of an incident. |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes. | |

| **10.2.4** | **Access through the site to Reception** |
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| **Best Practice** | The approach from gate to entrance doors should have:<br><br>• vehicular circulation that allows for public and private transport, including set-down and drop-off without congestion (for example, one way or roundabout traffic flow), and makes provision for emergency access and maintenance<br>• designated safe pedestrian routes – some people have less awareness of the risks of traffic (or cannot see/hear vehicles).<br>• easily accessible, level or ramped slip-resistant and well-drained surfaces along the route, without trip hazards and with an accessible stepped route nearby to give a choice.<br>• suitable car parking, with accessible parking bays near the entrance<br>• good quality external lighting for routes, clear legible signage, visual contrast and sensory wayfinding to help independence. Children may all enter the school through the main entrance, or there could be separate entrances, depending on the way the school is organised.<br>• For younger pupils, entry might be via a gated or fenced area, with sheltered access and waiting areas.<br><br>The school building's entrance should be easily identified from a distance by its design, location, lighting and signage (tactile signs are generally not recommended for external use), and have:<br><br>• a level threshold with a safe, level drop-off zone that has, ideally, only shallow gradient ramps.<br>• a canopy or covered access to the pavement for children transferring to or from buses or taxis.<br>• sheltered, accessible waiting spaces - for parents with other children, if appropriate, and for children with SEN and disabilities to wait for assistance - with a visible, easily operated entry phone or intercom to reception. |

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| | • easily operated doors, such as automatically operated sliding doors, with appropriate fail-safe mechanisms, wide enough and in a safe and secure position.<br>• sufficient circulation space for people (including those in wheelchairs) to gather inside the building at the start and finish of the school day, avoiding congestion – safety is paramount, since this can be a particularly stressful time for some children.<br>• a good visual link between inside and outside, so that reception staff can oversee and supervise easily (CCTV cameras should be discreet and not detract from the welcome or reduce accessibility). | |
| **Audit Findings** | <br> <br> <br> <br> | There are 2 pedestrian entrances into the school grounds.<br><br>Signage has been provided indicating the different entrances. There are no obstructions from the main pedestrian entrances to the school entrances and the routes are smooth and free from loose stones. The routes are free from hazards and easily accessible and are also well lit.<br><br>Although the auditor surveyed the buildings in the daytime, the routes are free from shadows and would not cause a problem for the partially sighted. External street lighting is provided throughout and is available on approach to the site. Adequate lighting is essential for all visitors<br><br>• Are there separate pedestrian and vehicle entrances to the site? Yes<br>• Are pedestrian routes marked on the ground, signposted, and separated from vehicle routes by barrier so far as is reasonably practical? Yes<br>• Are pavements in sound condition? Yes<br>• Are approaches to Pedestrian entrances clear? Yes<br>• Are grit bins provided for easy gritting of pedestrian routes in case of ice and snow? Yes<br>• Are main entrance doors automatic or manual entry? Manual<br><br>The entrance is wide enough for a wheelchair to enter and is easy to locate. It is clearly distinguishable from the building front. It is well lit and free from shadows.<br><br>The cost of providing powered doors to all the main entrance doors to the school would be significant and can only be justified in the light of |

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| | | students and staff with a long-term disability requiring access. |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes. | |

| **10.2.5** | **Reception Facilities** |
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| **Best Practice** | The reception space should be attractive, friendly and welcoming, with:<br>• a secure, draught-free, convenient and welcoming lobby, with outer and inner doors and security controls, giving reception staff better access control.<br>• an easily identifiable reception counter, ideally facing onto the secure lobby, with a sliding window or glazed screen at an accessible height, a lower section and knee recess for wheelchair users, and a hearing loop.<br>• waiting and seating areas with sufficient space for wheelchair users or people with buggies.<br>• visual and/or tactile signage, sited where users can take time to read it.<br><br>An individual with a disability should be able to move about in the reception area without interference by furniture, planters or similar movable objects. Remember to consider persons with mobility and visual disability issues.<br><br>The entrance/reception can offer a transition lighting zone where people with visual impairments can adjust between a bright exterior and a subdued interior - the receptionist's face should be clearly visible, avoiding down-lighting that casts shadows on the face of the receptionist or visitor. The following are also recommended:<br>• well organised safe display of children's work to promote a sense of achievement and belonging (without impeding circulation, causing hazards or obstructing lighting).<br>• safe storage of personal belongings and mobility equipment, with battery charging close by, so that there can be easy transition between equipment from home and school.<br>• accessible toilet(s)/changing room signposted nearby.<br>• a parents' room (often) located nearby<br><br>Best Practices for interacting with disabled visitors:<br>• **Friendly and Respectful Greeting**: Welcome all visitors with a warm and friendly demeanour. Use respectful language and maintain eye contact.<br>• **Accessibility Awareness**: Be aware of the accessible facilities available within the school, such as ramps, elevators, and accessible restrooms. Provide clear directions to these facilities.<br>• **Offer Assistance**: Politely offer assistance to visitors who may need it. This could include help with opening doors, navigating the school grounds, or providing information. |

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- **Active Listening**: Listen attentively to the visitor's needs and preferences. Show patience and understanding, especially if the visitor has difficulty communicating.
- **Clear Communication**: Speak clearly and at a moderate pace. If the visitor has a hearing impairment, ensure that they can see your face while you speak. Use written communication if necessary.
- **Professionalism**: Maintain a professional and respectful attitude at all times. Avoid making assumptions about the visitor's abilities or needs.
- **Confidentiality**: Respect the visitor's privacy and confidentiality, especially when discussing personal or medical information.
- **Training**: Ensure that all reception staff are trained in disability awareness and inclusive communication practices. Regular training sessions can help staff stay informed and prepared.

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<tr><td>Audit Findings</td><td> <br> <br> </td><td>A wheelchair user can enter principal main entrance unaided. Reception staff are aware of the needs of disabled visitors and communication is inclusive and supportive.<br><br>There is an accessible toilet available nearby. Directions from the reception area to the accessible toilet are needed.<br><br>• On signing in, are visitors asked if they require assistance should the fire alarm be activated? Yes<br>• Are manual doors heavy to operate? No<br>• Wheelchair accessible counter? Not as such but a desk which is wheelchair accessible has been provided.<br>• Space for a wheelchair to wait? Yes<br>• Reception Chair with arms? No<br>• Alternative Signage in large fonts available? Yes<br>• Permanent hard-wired or Portable Induction Hearing Loop available? No<br><br>An induction loop with appropriate signage should be provided to assist hearing-aid users to communicate with the receptionist. There is no induction loop fitted to assist visitors who have impaired hearing in the reception area. Hearing (induction) loops help people with hearing loss to hear sounds more clearly by reducing the effect of background noise.</td></tr>
<tr><td>Grade 2026</td><td colspan="2">Improvement Recommended</td></tr>
<tr><td>Suggestions to improve/resolve</td><td colspan="2">Install a portable hearing loop and clearly display the sign.</td></tr>
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| | <br>Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example:<br> <br>Provide a seat with high back and arms. For example:<br> |

| **10.2.6** | **External areas, Movement between buildings** |
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| **Best Practice** | (See Part M Access to buildings other than dwellings)<br><br>Ramps should have the following dimensions: 1.5m wide with a minimum unobstructed width of 1.5m. Have a maximum individual flight of 10m and maximum gradients of 1:20 if longer than 5m, 1:15 if longer than 2m or 1:12 if shorter than 2m. Have 100mm high raised kerbs to any open side of ramp or landings<br><br>Have a continuous suitable handrail on each side which is easy to grip: slip resistant, non-reflective and not cold to touch. Handrails to project 300mm beyond top and bottom landings with closed ends. Handrails to be between 900mm and 1000mm above surface or steps pitch line / 900mm and 1100mm above surface of landings. Handrail profile to be diameter between 40mm and 45mm (where circular) or Oval 15mm min radius (preferred solution) min 50mm width (refer diameter 7 A.D.M). Max 100mm projection into surface width of steps, landings or ramps. Clearance of between 60mm and 75mm between handrail and any wall surface. Min 50mm clearance between the cranked support and the underside of the handrail. Inner face to be N.M.T 50mm beyond the surface width of the ramp or step access.<br><br>All steps in frequent use should be painted with contrasting nosings OR have tactile paving at the top and bottom of the flight of steps. This will alert a sight impaired person to a change in level. Nosings should be 2-inch strips which are painted or attached to the front and top of each step. Usually, yellow is used as it is a good contrasting colour. If nosings are not painted, then tactile paving should be used. Nosings, (stair edgings) are used to define the edges of steps in line with guidelines in Approved Document M (ADM) of The Building |

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| | Regulations 2010 and BS8300:2009+A1:2010. Nosings can help to reduce accidents on stairs and steps as well as helping to provide an 'inclusive' environment giving access to all school users. | |
| **Audit Findings** | <br> <br> <br> <br> | Paths and routes across the site are safe, clearly defined and easy to navigate. Surfaces, kerbs and walkways are well maintained and free from trip hazards, ensuring pupils, staff and visitors can move around confidently. Pedestrian routes are fully separated from vehicle movements, reducing risk and supporting safe access at busy times of the day.<br><br>There are external steps on the site. These are currently fitted with handrails where appropriate and have contrasting nosings to support visibility. To maintain their effectiveness, the school should ensure that the nosings are repainted regularly so they remain bright, clear and easy to distinguish in all weather conditions.<br><br>Ramps are also present externally. The ramp leading up to the reception area would benefit from additional improvements, including the installation of handrails on both sides to support users with mobility needs. It would also be helpful for the start and end points of the ramp to be marked with contrasting tape, providing clearer visual cues and enhancing overall accessibility. |
| **Grade 2026** | **Improvement Recommended** | |
| **Suggestions to improve/resolve** | At the ramp leading to reception, the start and ends of the slope needs to be indicated. This can be done with a thick stripe of white or yellow paint across the width or a boldly painted white triangle pointing in the direction of the slope: For example:<br><br> <br><br>Install handrails to the ramp leading to the reception. | |

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| **10.2.7** | **Emergency Evacuation & Lockdown procedures** |
| **Best Practice** | Schools must comply with the Regulatory Reform (Fire Services) Order 2005 to ensure that they have adequate fire precautions in place to allow the safe escape of all occupants in case of fire. Staff and students with disabilities should be able to evacuate a building promptly in the case of an emergency. Ensuring safe evacuation in an emergency is a complex issue, requiring |

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| | consideration of a broad range of factors that it is not possible to cover in detail in this audit.<br><br>Some areas for consideration include:<br><br>• the use of both visual and audible alarm systems, escape doors with opening devices and opening forces designed to meet the needs of both students and staff.<br>• balancing personal dignity and independence with safety and speed of evacuation.<br>• the risk of using lifts or evacuation chairs to evacuate people with mobility difficulties down or up to ground level.<br>• ensuring that evacuation chairs are suitable for the intended users, ensuring that emergency contact facilities inside lifts (phones or intercom systems) are monitored at all times that the school may be used.<br>• the needs of students who require personal care – for example, someone could be toileting with a career when the alarm is raised or other respiratory conditions in particular the possible impact of smoke on everybody, particularly students with asthma.<br>• the use of zones and compartmentation to support phased evacuation of the building.<br>• the use of vibrating alarms or other assistive technologies to raise the alarm for staff or students who are deaf or hard of hearing.<br>• the location of assembly points to be reachable by all students.<br>• Personal Emergency Evacuation Plans (PEEPs) for staff and students who may need assistance during evacuation.<br>• making students aware of evacuation procedures, which should be practiced regularly throughout the school year.<br><br><u>PEEPS</u><br><br>Not all SEND (Special Educational Needs and Disabilities) pupils need a PEEP (Personal Emergency Evacuation Plan) in place at school. PEEPs are typically created for students with mobility issues or other disabilities that may require special assistance during emergencies or evacuations.<br><br>Each student's individual needs are taken into consideration, and if it is determined that a PEEP is necessary for their safety, one will be developed. However, not all SEND pupils require such plans, as their specific requirements may vary.<br><br><u>Lockdown</u><br><br>While specific details of the procedure are not publicly available, schools typically follow a set of standard practices during a lockdown, such as:<br><br>Immediate Action: Teachers and staff secure classrooms, ensuring that all students are inside and away from doors and windows.<br><br>Communication: Staff communicate with the school office to inform them of the lockdown and receive further instructions.<br><br>Safety: Students are kept calm and quiet, and staff maintain a vigilant watch over the students until the lockdown is lifted. |

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| | Training: Regular lockdown drills are conducted to ensure that both staff and students are familiar with the procedures. | |
| **Audit Findings** | <br> | Caister Junior School has a comprehensive and well-structured approach to safety and security, which includes a clear lockdown procedure and established emergency protocols. Evacuation routes are clearly marked throughout the building and are regularly practised through scheduled fire drills and emergency rehearsals. These routes are designed to support a swift, calm and orderly evacuation, ensuring that pupils and staff can exit the building safely in the event of an emergency. Designated assembly points are in place, allowing staff to account for all pupils once outside.<br><br>Staff receive training in emergency evacuation procedures, ensuring they understand their roles and responsibilities during both fire drills and real incidents. Fire drills are rehearsed annually, providing the school community with regular opportunities to practise safe evacuation. Pupils with physical impairments are supported through Personal Emergency Evacuation Plans (PEEPs), which outline the specific assistance they may require and ensure that their needs are fully considered during any emergency.<br><br>The school has completed all required fire risk assessments, and fire extinguishers are checked and serviced annually to maintain compliance and ensure equipment is ready for use if needed. This thorough approach reflects the school's commitment to maintaining a safe, secure and well-prepared environment for all members of the school community. |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes. | |

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| **10.2.8** | **Internal movement – corridors and evacuation routes** |
| **Best Practice** | According to ADM the following apply:<br><br>• Corridor unobstructed widths of 1200mm with 1800mm by 1800mm passing places or 1800 width without passing places. Passing places to be at reasonable intervals.<br>• Projections into the corridor to have contrasting guardrails.<br>• Floors to be level – max gradient 1 in 60. Any gradients steeper than 1 in 20 to be designed as ramps. |

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| | • Ramps less steep than 1 in 20 to have max rise 500mm with 1500mm long rest landings.<br>• No door to open across the corridor (doors should be recessed back from corridor) - except a unisex toilet door where the corridor is 1800mm wide.<br>• Some minor utility cupboards can outward open i.e., small store cupboards.<br>• Slip resistance floor surfaces. Avoid patterns to floor coverings.<br>• Glazed screens alongside the corridor to have manifestation at two levels.<br>• Projections to be protected with contrasting guardrails. | |
| **Audit Findings** | <br> <br> | Caister Junior School has a well-organised internal movement system designed to ensure safe, efficient circulation for pupils, staff and visitors. Corridors are wide, bright and well-lit, allowing easy movement between classrooms, specialist rooms and shared areas. Clear signage throughout the building supports confident navigation and helps pupils locate classrooms, offices and communal spaces without difficulty. All internal routes have well-maintained, non-slip surfaces and are kept free from trip hazards, contributing to a safe and accessible environment.<br><br>The school operates a systematic checking process to ensure that corridors and escape routes remain unobstructed at all times. This routine monitoring helps maintain safe passage during the school day and ensures that emergency exits can be used quickly and effectively if required. Wheelchair users are able to reach and operate emergency fire exit devices independently, supporting inclusive evacuation procedures.<br><br>Floor surfaces are also checked regularly to ensure they remain free from slip and trip hazards, with any issues addressed promptly. This proactive approach reflects the school's commitment to maintaining a safe, accessible and well-managed internal environment for all members of the school community. |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes. | |

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| **10.2.9** | **Internal movement – stairs and lifts** |

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| **Best Practice** | The design for internal stairs, steps and ramps is the same as the external stair dimensions. see previous notes which also apply to handrails. Steps 12 risers maximum to a landing, but exceptionally no more than 16 in small premises where plan area is restricted. Rise of between 150mm and 170mm and going at least 250mm. (150mm max rise / min 280mm going for schools). No need for tactile warnings as external stairs. Provide guarding under landings less than 2100mm to prevent visually impaired walking into them.<br><br>Ramps - Where the change in level is more than 300mm – 2 or more clearly signposted steps must be provided in addition to ramp. Where the change in level is less than 300mm – a ramp is to be provided instead of a single step. All landings to be level – subject to a max 1 in 60 gradients along their length. Provide guarding under landings less than 2100mm to prevent visually impaired walking into them.<br><br>A.D.M recommends:<br><br>**Lifting Devices**<br><br>Passenger lifts preferred option for all buildings, however for existing buildings in exceptional circumstances a platform lift may be considered and in exceptional circumstances, in an existing building giving access to a small area with a unique function, a wheelchair platform stair lift could be considered. All new developments to have a passenger lift provided serving all storeys. An unobstructed manoeuvring space of 1500mm x 1500mm or 900mm straight access route to the lift.<br><br>Landing call buttons located between 900mm and 1100mm – 500mm from any return wall, with raised symbols for tactile reading. Controls to have contrasting finish from background. Avoid dark colours to car floor and ensure floor frictional qualities similar or higher than the landing floor.<br><br>A handrail on one wall 900mm above the floor.<br><br>An emergency communication system.<br><br>**Passenger Lifts**<br><br>Lift car to be designed in accordance with A.D.M. - 1100mm wide x 1400mm deep and the provision of a mirror to allow wheelchair user to see behind. Min 800mm clear width of opening doors – doors to have timing and re-opening activators to allow for people to enter or leave car. Doors to contrast surrounding surfaces. Car controls between 900mm and 1200mm. Audible and visual indication of lift arrival and location in and out the car. Avoid use of visually and acoustically reflective wall surfaces<br><br>**Lifting Platforms**<br>Vertical travel distance of 2.0m maximum with no enclosure and no floor penetration. More than 2.0m with a lift enclosure. Over 3m travel a product certificate issued by a Notified Body is required. Continuous pressure controls located between 800mm and 1100mm and at least 400mm from any return walls. Landing call buttons located between 900mm and 1100mm – 500mm from any return wall, with raised symbols for tactile reading. Controls to have contrasting finish from background. Three platform sizes depending on enclosures and accompanied or not; 800mm wide x 1250mm deep minimum – non-enclosed platform and no provision made for wheelchair companion. |

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| | 900mm wide x 1400mm deep minimum – enclosed platform and no provision made for wheelchair companion. 1100mm wide x 1400mm deep minimum – 2 doors at 90 degrees relative to each other / enclosed platform and provision made for wheelchair companion. | |
| **Audit Findings** | | There is one set of internal steps.<br><br>The treads and risers are all the same height. The nosings are readily identifiable and unlikely to create trip hazards. The lighting on the stairs is free of shadows.<br><br>• Do internal stairs and steps have correctly designed and installed continuous handrails? Yes<br><br>• Are the start and end points clearly demarcated? Yes<br><br>• Where practical are correctly designed ramps with clearly demarcated start and end points provided? N/A<br><br>• Are correctly designed and installed stair lifts or chair lists installed? N/A<br><br>• Do all stairs and steps have high contrast nosings, visible on both horizontal and vertical planes? Yes<br><br>• Are lifts between floors suitable for wheelchair users available? N/A<br><br>• Are emergency evacuation chairs and trained staff to use them available if lifts must not be used (e.g., when the fire alarm activates)? N/A |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes. | |

| **10.2.10** | **Accessible toilets** |
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| **Best Practice** | An accessible toilet is designed to meet the majority of needs of independent wheelchair users and people with mobility impairments, as well as the additional requirements of people with bowel and bladder conditions (such as colostomy bag users). It also helps people with other physical conditions such as impaired dexterity and grip, balance and other conditions where physical support from grab rails and the presence of an emergency alarm is helpful.<br><br>Each toilet for disabled pupils needs to contain one toilet and one washbasin (and possibly a shower or other wash down fitting) and have a door opening directly onto a circulation space that is not a staircase, and which can be |

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| | secured from the inside. Where possible, the number and location of accessible toilets will be sufficient to ensure a reasonable travel distance for users that does not involve changing floor levels<br><br>A.D.M recommend:<br><br>Wheelchair accessible unisex toilet provision<br>One located near to entrance and/or waiting area in a building.<br>Not located in a way that compromises privacy of users.<br><br>Located in similar position of each floor of a multi-storey building with choice of transfer layouts on alternate floors. Choice of transfer layouts when more than one unisex toilet is available. Where W.C is the only one in a building the width must be increased to 2000mm to accommodate an additional standing W.C located on accessible routes that are direct and obstruction free. 40m maximum travel distance to an accessible toilet. Travel between floors restricted to one floor if a lifting platform is only provided. Doors to outward open – with horizontal closing bar to rear. Heat emitters not to restrict wheelchair manoeuvring space or space beside W.C<br><br>Toilets in separate sex washrooms<br>Ambulant disabled people should be able to use a W.C compartment within any separate sex toilet washroom. 450mm diameter manoeuvring space is provided in cubicle between door swing and edge of pan. Minimum dimensions of compartments for ambulant disabled people. Compartment doors for ambulant disabled people preferably open outward. One low level washbasin and urinal with vertical grab bars.<br><br>**The following recommendations should form part of an overall good housekeeping policy:**<br><br>Accessible toilets should never be used for miscellaneous storage.<br><br>Lighting that is triggered by movement can be dangerous in an accessible toilet, as a disabled user may not have sufficient movement ability to trigger the lights if they go out.<br><br>Cleaning and housekeeping staff should have induction training to ensure they understand the need to keep transfer zones, cistern tops and shelves in accessible<br><br>WC's clear at all times and never to tie up alarm pull cords.<br><br>Boxing in of pipes etc., and the addition of vanity units around basins can compromise important reach and spatial needs.<br><br>Maintenance, refurbishment and decoration of toilet facilities should be scheduled in advance, at times to minimise inconvenience.<br><br>Including a shelf in accessible toilets is recommended by accessibility standards and guidelines, such as the British Standards BS8300, which emphasise the importance of convenient shelving for individuals to store their personal belongings in sanitary accommodations. For individuals with medical conditions such as colostomies, a shelf can be essential for changing and managing their medical appliances. It provides a clean and stable surface to place their supplies and perform necessary tasks. |

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| | In principle, suitable sanitary accommodation should be available to everybody, including sanitary accommodation designed for wheelchair users, ambulant disabled people, people of either sex with babies and small children or people encumbered by luggage. A number of issues need to be considered in connection with all forms of sanitary accommodation. These relate to the needs of people with visual or hearing impairments, people with learning difficulties and people whose lack of tactile sensitivity can cause them to be injured by touching hot surfaces. Taps and WC cubicle doors should be operable by people with limited strength or manual dexterity and doors to cubicles should be capable of being opened if a person has collapsed against them while inside the cubicle. Preferably, all doors to WC cubicles and wheelchair- accessible unisex toilets open out or, if they open in, the door swing should not encroach into the wheelchair turning space or minimum activity space. Where possible, light switches with large push pads should be used in preference to pull cords. | |
| **Audit Findings** | <br> <br> | Caister Junior School has one accessible toilet on site. It is gender-neutral, stand-alone and designed to support pupils, staff and visitors who require additional space or adapted facilities.<br><br>The fittings within the accessible toilet comply with the relevant code of practice; however, some elements require improvement to ensure full accessibility. While the sink, hand-drying facilities and mirror are present, there is currently no alarm system or shelf for belongings, and the coat hooks are positioned too high to be easily reached by all users. The floor surface is slip-resistant, supporting safe use of the space.<br><br>An emergency aid cord is not currently fitted, meaning there is no alarm system in place. As a result, staff have not yet received training on responding to an emergency beacon activation. Once an alarm system is installed, staff will need to be trained to ensure they can respond promptly and appropriately.<br><br>The accessible toilet is not fitted with flashing fire alarms for deaf users, and this should be considered as part of future accessibility improvements to ensure the space is fully inclusive. |
| **Grade 2026** | **Improvement Recommended** | |
| **Suggestions to improve/resolve** | Install an emergency alarm system in the accessible toilet, including a correctly positioned pull cord.<br><br>Add a flashing fire alarm within the accessible toilet to support deaf and hard of hearing users. | |

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| | <br><br>Fit a shelf at an appropriate height for belongings and lower the coat hooks so they are reachable for all users, including wheelchair users.<br><br>Provide staff training on responding to emergency alarm activations once the alarm system is installed. |

| **10.2.11** | **Changing Rooms** |
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| **Best Practice** | Best practices for changing rooms in schools focus on ensuring safety, privacy and inclusivity for all pupils.<br><br>**Changing Areas**<br><br>• **Separate Spaces**: Where possible, use designated single-gender changing rooms or areas. If boys and girls must change together, use furniture or screens to provide separate areas.<br><br>• **Privacy and Dignity**: Treat all pupils fairly and with respect for their privacy and dignity. Make arrangements that consider the needs of pupils with disabilities, different religions, beliefs, cultural backgrounds, or gender identities.<br><br>**Supervision**<br><br>• **Proximity**: It should not be necessary for adults to remain in the room to maintain good behaviour; being in close proximity and pupils being aware of this should be enough.<br><br>• **Gender-Sensitive Supervision**: Female staff should supervise girls and male staff should supervise boys. Avoid adults of the opposite gender standing in the changing room watching pupils.<br><br>**Assistance for Pupils with Additional Needs**<br><br>• **Intimate Care Policy**: Refer to the school's Intimate Care Policy for assisting children who are disabled or require additional support.<br><br>• **Sensitive Arrangements**: Make adequate and sensitive arrangements for changing that take into account the needs of pupils with disabilities.<br><br>**Safeguarding**<br><br>• **Announcing Entry**: If an adult needs to enter the room, they should alert pupils by announcing it to give them the opportunity to cover up if they want to.<br><br>• **Code of Behaviour**: Establish a code of behaviour with pupils so they are clear about expectations while they are unsupervised |
| **Audit Findings** | N/A |

| Grade 2026 | N/A |
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| **Suggestions to improve/resolve** | N/A. |

| 10.2.12 | **Medical Facilities** |
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| **Best Practice** | Ensuring that schools have adequate medical facilities is crucial for the health and well-being of students. Here are some best practices for providing medical facilities in schools:<br><br>**General Medical Facilities**<br><br>• **First Aid Kits**: Ensure that first aid kits are well-stocked and easily accessible in various locations around the school.<br><br>• **Medical Room**: Have a dedicated medical room equipped with basic medical supplies and equipment.<br><br>• **Trained Staff**: Employ trained healthcare professionals, such as school nurses, to provide medical care and support.<br><br>**Medication Management**<br><br>• **Individual Healthcare Plans (IHCP)**: Develop IHCPs for students with chronic illnesses or specific medical needs. These plans should outline the steps the school needs to take to support the student's healthcare needs during the school day.<br><br>• **Medication Storage**: Store medications securely and ensure they are easily accessible when needed. Regularly check the expiry dates on medications.<br><br>• **Administering Medication**: Have clear protocols for administering medication, including obtaining parental consent and keeping accurate records of medication administered.<br><br>**Emergency Preparedness**<br><br>• **Emergency Procedures**: Develop and practice emergency procedures for medical situations, including how to handle severe allergic reactions, asthma attacks, and other medical emergencies.<br><br>• **Emergency Contacts**: Maintain up-to-date emergency contact information for all students.<br><br>**Health Education and Preventive Measures**<br><br>• **Health Education**: Promote health education and preventive measures, such as good hygiene practices, healthy habits, and disease prevention.<br><br>• **Regular Health Check-Ups**: Conduct regular health check-ups and vaccinations to ensure students' well-being.<br><br>**Mental Health Support** |

- **Counseling Services**: Provide counseling services and support groups to address mental health concerns and promote emotional well-being.
- **Mental Health Awareness**: Raise awareness about mental health issues and provide resources for students and staff.

**Communication and Collaboration**

- **Parental Involvement**: Collaborate with parents to ensure they are informed about their child's medical needs and any changes in their health status.
- **Staff Training**: Train staff on how to support students with medical needs and how to respond to medical emergencies.

Implementing these best practices can help create a safe and supportive environment for students, ensuring their health and well-being are prioritised.

Defibrillators in Schools

Every year an average of 270 children dies at school in the UK from sudden arrhythmic death syndrome. Oliver King died aged just 12 years old when he suffered a cardiac arrest while taking part in a swimming race in 2012. Since then, Mark King, Oliver's dad, has campaigned for defibrillators to be made more widely available. Last year, 2022, legislation was introduced that all schools would be supplied with a defibrillator.

There is clear evidence showing that defibrillators drastically increase the chance of survival from a cardiac arrest – meaning if a defibrillator had been available then, Oliver could have survived.

Defibrillators have the potential to save the lives of pupils, staff and visitors in schools, with research showing that accessing these devices within 3-5 minutes of a cardiac arrest increases the chance of survival by over 40%.

It's particularly important that they are available close to sports halls and playing fields that children, young people, and the wider community use daily.

In 2013, The Oliver King Foundation helped to secure a change in government policy where all schools are recommended - but not obliged - to purchase a defibrillator.

The first defibrillators were issued to schools on 20 January 2023 marking the start of a roll out of over 20,000 devices to almost 18,000 state-funded schools in England. The rollout is expected to be complete by the end of the academic year.

The biggest and proudest achievement has been a meeting in March 2022 with Secretary of State for Education Nadim Zahawi. Every school in England should now be receiving a defibrillator. However, we know that this is not the case.

The updated guidance can be found at:
https://www.gov.uk/government/publications/automated-external-defibrillators-aeds-in-schools

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| **Audit Findings** | <br> <br> <br> | Caister Junior School is committed to providing safe, effective and reliable emergency first aid provision for all pupils, staff and visitors. The school ensures that appropriate systems, facilities and trained personnel are in place so that anyone experiencing illness, injury or an accident—whether minor or more serious—can be cared for promptly and professionally.<br><br>The medical room is located within the main school office, allowing quick access for staff and ease of supervision. It is fully wheelchair accessible and positioned so that ambulances or parents' vehicles can reach it without difficulty, supporting efficient response in emergency situations. The space offers suitable privacy, enabling pupils to maintain dignity while receiving treatment, taking routine medication, or using inhalers.<br><br>The school also has a defibrillator on site, enhancing emergency preparedness and ensuring that life-saving equipment is available if required. Staff members appointed as first aiders are trained in CPR and hold appropriate first aid qualifications, ensuring they are confident and competent in responding to a wide range of medical situations.<br><br>This comprehensive approach reflects the school's commitment to safeguarding and to maintaining a safe, supportive environment for the entire school community. |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes. | |

| **10.2.13** | **School Signage (Internal and External)** |
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| **Best Practice** | In order that signs can firstly be located and then read it is important that signboards are well contrasted to their background. Arrows can be useful to signs, but they can also be very confusing if not applied correctly. In general, signs should be designed so that arrows directing users to the left, up or down are set to the left-hand side of the lettering. Arrows directing to the right should be to the right-hand side of the lettering. As this is the Standard method, any sign adopting a different approach may prove confusing for the visually impaired person or someone with learning difficulties.<br><br>Using colour as an additional aid to wayfinding works well in schools, as it works almost subconsciously and can be easily introduced as part of the décor or on the signs themselves. You can then co-ordinate this with a particular |

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| | activity or part of the site. For example, if you had two car halls, you would be able to ask visitors to “go to the lower hall (follow the orange signs)” or “follow the brown signs for the sports facilities”. Choose colours that are different to the background they’ll be seen against (for example avoid green signs in areas that are predominantly trees, bushes and grass).<br><br>Tactile information such as Braille and/ or embossed text will be helpful to some and is critical on certain signs, such as toilet doors. It is possible to add Braille information using a transparent self-adhesive tape below an existing sign, on a temporary notice or even on files, lockers and equipment. There is a Dymo label maker for this, costing circa £50 but you may find a local sensory services department will offer to do this at the cost of just the tape used. The most widely used tactile information is a 19 embossed symbol or text. The RNIB also sell a product called Tactimark pen which is a plastic writing tube with gel with which you can create freehand text or lines – the substance dries to give an embossed finish. It is available in black, white and orange at about £6 a tube. Embossed lettering is only helpful when in easy reach (such as on a door 1500mm high or below) and it needs to be of sufficient size to be legible by touch - minimum 15mm height of initial capital letter and 1mm raised depth from the background.<br><br>By matt laminating a simple computer print-out of appropriate text and/or symbols and applying Tactimark pen or some Braille self-adhesive labelling it is possible to create e your own notices and signs in an accessible way. (Always use matt laminating sheets. They are only marginally more expensive and do not have the high reflectance which makes most laminated notices difficult to read under direct light or sunlight.) A painted or taped line in a distinct colour is a simple solution to some situations that are difficult to cover in signage. This can be very helpful for external environments, where the destination does not have line of sight from the departure point. Some people with visual impairments lose their ability to see colours clearly. It is therefore helpful to combine a colour with a shape, where possible – for example an orange triangle or a blue circle etc.<br><br>**Signage in uppercase is not recommended for use in schools for several reasons:**<br><br>Readability: Uppercase text can be harder to read, especially for young children who are still learning to read. The lack of lowercase letters can make words look like a continuous string, which can be confusing.<br><br>Visual Fatigue: Reading all uppercase text can cause visual fatigue more quickly than mixed-case text. This can be particularly problematic in a school environment where students are exposed to a lot of written information.<br><br>Accessibility: For students with dyslexia or other reading difficulties, uppercase text can be more challenging to process. Using mixed-case text can help improve readability and comprehension for these students.<br><br>Professional Appearance: Mixed-case text often looks more professional and is easier on the eyes. It can make signs, and other printed materials appear more polished and easier to navigate.<br><br>Using mixed-case text with appropriate capitalisation can enhance readability, reduce visual fatigue, and create a more inclusive and accessible environment |

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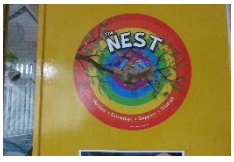
| | for all students. Using a combination of uppercase and lowercase letters generally provides a better balance of readability, legibility, and visual appeal.<br><br>Signs should be provided at each decision point where a choice of routes is available, for example more than one pathway or corridor, or a series of doors.<br><br>External spaces can be a particular issue, as there is often limited visual contrast around green space and the route someone may take is not as regulated as indoors.<br><br>Making routes and directions clear is very important. Some disabled people need to conserve their energy and not waste it walking around areas trying to find their destination. Others will experience fatigue, breathlessness or pain and discomfort. | |
| **Audit Findings** | <br> <br> <br> <br> <br> <br>  <br> | Caister Junior School makes effective use of clear, prominent signage throughout the site to support safe movement and easy navigation for pupils, staff and visitors. While some existing signs are presented in uppercase, the overall signage system is well-designed and accessible.<br><br>Directional signage is positioned at key points around the school to guide users towards different buildings, classrooms and facilities. These signs typically include arrows, building names and simple visual cues, helping individuals move confidently around the site.<br><br>Informational signs provide essential details about specific areas, including entrances, exits and restricted zones. Where appropriate, symbols are used to enhance clarity and support understanding for all users, including those with literacy or language needs.<br><br>Safety signage is used consistently to highlight potential hazards and identify emergency exits, fire safety equipment and first aid stations. These signs are displayed in bright, high-contrast colours to ensure they remain visible and easily recognisable.<br><br>Across the site, signage follows a consistent design scheme incorporating the school's colours and logo, creating a cohesive and professional appearance. Signs are placed at an appropriate height for both children and adults and are located in well-lit areas to maintain visibility throughout the day.<br><br>Clear signage marks the main entrance and directs visitors to the reception area. All classrooms and buildings are labelled with their names and room numbers, supporting |

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| | <br> <br> <br> | straightforward navigation for pupils and visitors. Directional signs along external pathways guide users to playgrounds, sports facilities and outdoor learning spaces, ensuring the whole site is easy to access and understand. |
| **Grade 2026** | **Improvement Recommended** | |
| **Suggestions to improve/resolve** | Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille. For example:<br> <br>Review external signage to ensure it complies with the Equality Act. For example:<br> | |

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| **10.2.14** | **Internal Décor, Finishes and Lighting** |
| **Best Practice** | Best practices for internal décor, finishes, and lighting in schools focus on creating a safe, comfortable, and conducive learning environment.<br>**Lighting**:<br>• **Natural Light**: Maximise the use of natural light to create a bright and welcoming atmosphere. Use large windows and skylights where possible.<br>• **Artificial Lighting**: Ensure that artificial lighting is well-distributed and provides adequate illumination for all areas. Use energy-efficient LED lighting to reduce energy consumption and maintenance costs. |

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| | • **Task Lighting**: Provide task lighting in specific areas, such as reading corners, computer stations, and laboratories, to enhance visibility and reduce eye strain.<br>• **Avoid Glare**: Minimise glare by using diffused lighting and appropriate window treatments, such as blinds or shades.<br><br>**Décor and Finishes:**<br><br>• **Colour Scheme**: Use a calming and neutral colour palette for walls and floors to create a serene learning environment. Incorporate accent colours to add visual interest and stimulate creativity.<br>• **Durable Materials**: Choose durable and easy-to-clean materials for floors, walls, and furniture to withstand the wear and tear of daily use.<br>• **Acoustic Treatments**: Implement acoustic treatments, such as sound-absorbing panels and carpets, to reduce noise levels and improve concentration.<br>• **Safety**: Ensure that all finishes and materials are non-toxic and meet safety standards. Avoid sharp edges and use slip-resistant flooring in high-traffic areas.<br><br>**Flexibility and Adaptability:**<br><br>• **Modular Furniture**: Use modular and movable furniture to create flexible learning spaces that can be easily reconfigured for different activities and group sizes.<br>• **Multi-Functional Spaces**: Design spaces that can serve multiple purposes, such as classrooms that can be converted into meeting rooms or collaborative workspaces.<br><br>By following these best practices, schools can create a safe, comfortable, and stimulating environment that supports effective learning and well-being for all students. | |
| **Audit Findings** | | None of the décor is confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy.<br><br>The school has ensured tonal contrast between different features to help people with vision loss in a number of ways: floors contrast with walls which helps indicate the size of a room; handrails contrast with the walls indicating their location; and doors contrast with their surrounding indicating their position and helping with wayfinding.<br><br>Sights, sounds, sunlight, changes in barometric pressure, smells, touch, and colours can all have a profound effect on children with autism. The school has taken these factors into account and have used blinds at classroom windows and decorated in calm and subtle colours. |

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| | | They have avoided decorating with glass or mirrors as these are known to contribute to epileptic fits to children who suffer from this condition. There are no floor or table lamps, and all the lighting is overhead. Any flickering lights at a certain speed and brightness (e.g., from televisions, computer screens) can trigger a seizure in people with photosensitive epilepsy. The school is aware of this and have a register of their epileptic children and the information is passed onto staff.<br>• Are all areas to which disabled, and SEN pupils have access well lit? Yes<br>• Is there a provision of blinds and curtains to control glare and reflections? Yes |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes. | |

| **10.2.15** | **Intervention Rooms, Sensory Rooms and Quiet Corners** |
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| **Best Practice** | Having an Intervention Room or designated quiet spaces in a school is crucial for pupils with SEND (Special Educational Needs and Disabilities). These students may require extra support and may have difficulty managing their emotions or focusing in a traditional classroom environment.<br><br>By providing a separate space for targeted support, pupils can receive tailored assistance from teachers, or other trained professionals in a calm and controlled space.<br><br>This can include one-to-one intervention sessions, sensory breaks, or simply a quiet space to recharge. Without these support systems, pupils may struggle to access education, feel overwhelmed, or even become disengaged from school altogether.<br><br>A sensory room employs sensory-controlled techniques to bring about positive effects in individuals who struggle with sensory-overload. The benefits of having sensory or quiet rooms in schools are abundant. Providing a safe and supportive space to escape the noise of a busy classroom is vital.<br><br>Some children, such as those on the autism spectrum, can easily become overwhelmed by touch, movement, sights, or sounds. Spending time in a calming sensory room might help them build intrinsic self-regulation skills to support better focus, attention, and behaviour.<br><br>It is the school's responsibility to ensure that every student, regardless of their abilities, has access to the tools they need to succeed.<br><br>If a full Intervention Room cannot be accommodated, even a small quiet corner or designated space can make a huge difference. |

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| | Ultimately, having additional support spaces available will benefit pupils, their learning, and their overall wellbeing. | |
| **Audit Findings** | <br> <br> | Caister Junior School is recognised for its strong inclusive ethos and its commitment to supporting pupils with a wide range of needs. The school provides a variety of tailored spaces, resources and facilities designed to promote emotional regulation, wellbeing and positive social interaction.<br><br>Quiet rooms and calming spaces are available for pupils who require a low-stimulus environment to help them settle, regulate or take a short break from busy classroom areas. These spaces are thoughtfully designed to be comfortable, safe and supportive, allowing pupils to return to learning feeling more grounded.<br><br>There are also designated areas where pupils who may feel lonely or isolated can seek company, friendship or adult support. These include quiet corners within shared spaces, the school library, and several dedicated Intervention Rooms. These rooms are used for targeted support, small-group work and pastoral interventions, providing a calm and structured environment for pupils who benefit from additional guidance.<br><br>Together, these facilities demonstrate the school's commitment to nurturing the emotional, social and academic needs of all pupils, ensuring that every child has access to spaces that help them feel secure, supported and included within the wider school community. |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes | |

| **10.2.16** | **Dining and Catering** |
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| **Best Practice** | Where dining, eating or food preparation facilities are provided; care should be taken to ensure that all students and staff members can safely and independently use the facility.<br><br>Dining environments should not be viewed as purely functional but should be structured to facilitate social interaction and inclusion with peers.<br><br>Tables should be accessible to wheelchair users.<br><br>Aisles should be wide enough to allow students carrying trays to safely pass. |

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| | Self-service shelves and dispensers for cutlery and condiments should be within reach of wheelchair users and people of small stature.<br><br>Tray slides allow trays to be rested while moving along a counter. These should be continuous to reduce the chances of dropping trays, and have knee space underneath to accommodate wheelchair users<br><br>The biggest issue in many dining areas in schools is the acoustics – lots of hard finishes can create considerable echo, which is very difficult for people with sensory impairments.<br><br>Introducing some soft finishes, such as chairs or screens with fabric, curtains etc., will help a little.<br><br>Refreshment areas have similar needs to reception waiting areas in terms of a mix of seating styles. If all chairs are without arm supports, consider changing some for sturdy chairs with arm supports. If your tables and chairs are fixed, these will be quite difficult for many disabled pupils to access, and it would be beneficial to supplement or exchange one or two fixed units with some freestanding tables and chairs. This offers flexibility for all needs.<br><br>Ensure aisles between tables are kept clear – at least one aisle should be wide enough for a wheelchair user to turn (1500mm width needed), and the under-table clearance height should be at least 700mm for comfortable wheelchair access.<br><br>Whilst ideally serving counter heights should not be too high (850mm recommended), this can be overcome by someone else bringing items to the table. This is a recommendation anyway for items where it would be difficult or potentially dangerous for a physically disabled person to carry (for example hot drinks).<br><br>Plain crockery is easier for someone with a visual impairment but must contrast from the tables on which they will be placed. A mix of cups with and without handles is also useful.<br><br>Best practices for schools to manage food allergies and dietary restrictions when preparing school lunches include:<br><br>1. **Clear Allergy Policies**: Develop and implement clear and concise allergy policies that outline procedures for managing allergies within the school premises. Ensure these policies are communicated effectively to all staff, parents, pupils, and caterers.<br><br>2. **Education and Training**: Provide regular training for catering staff and teachers on food allergies, cross-contamination prevention, and emergency response. This ensures that everyone is aware of the risks and knows how to handle allergic reactions.<br><br>3. **Accurate Food Labelling**: Ensure that all food items are clearly labelled with allergen information. This helps students and staff identify safe food options and avoid potential allergens.<br><br>4. **Individual Healthcare Plans (IHPs)**: Develop Individual Healthcare Plans for students with food allergies. These plans should include |

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| | details about the student's allergies, emergency contact information, and steps to take in case of an allergic reaction.<br>5. **Allergy-Friendly Menus**: Offer diverse menu options that cater to different dietary needs and allergies. This includes providing allergen-free alternatives and ensuring that meals are prepared in a way that prevents cross-contamination.<br>6. **Communication with Parents**: Maintain open communication with parents about their child's dietary needs and any changes to the menu. This helps ensure that parents are aware of what their child is eating and can provide any necessary updates.<br>7. **Emergency Preparedness**: Have emergency procedures in place, including access to epinephrine auto-injectors (e.g., EpiPens) and trained staff who can administer them. Regularly review and practice these procedures to ensure readiness. | |
| **Audit Findings** | <br> | Pupils eat their meals in the dining hall, which is spacious, well-supervised and designed to accommodate all pupils comfortably. School meals at Caister Junior School are freshly prepared on site by the catering team, ensuring high-quality food and the ability to respond quickly to individual dietary needs.<br>The school has robust systems in place to ensure that all dietary requirements are accurately recorded and consistently followed. Information is shared between parents/carers, school staff and the catering company so that any allergies, intolerances or cultural or medical dietary needs are clearly understood. These details are logged on the school's management system, with copies provided to class teachers and adults working directly with the child. Kitchen staff receive an up-to-date list of all dietary requirements, which is reviewed each term and amended immediately if new information is provided.<br>Food serving points and tills are fully accessible to wheelchair users, allowing pupils to move through the dining area independently and safely. Dining tables and outdoor picnic tables are also wheelchair accessible, ensuring that all pupils can sit comfortably with their peers and participate fully in mealtimes. |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes. | |

| 10.2.17 | **Social Spaces and Playgrounds** |
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| **Best Practice** | Outdoor circulation needs to have a clear rationale and provide a variety of accessible routes to suit the whole spectrum of children, minimising gradients so that they can easily access all outdoor facilities.<br><br>There should be shelter available along routes for more vulnerable children, with seats every 50m on long pedestrian routes, safe and easily navigable surfaces (wheelchair accessible), with safe changes in level or transitions between surfaces - both ramps and steps are needed where level access is absent.<br><br>Good sightlines for overseeing children's safety, with no hidden spaces, noisy busy routes separate from quieter sheltered spaces, so more vulnerable children can make their own way at their own pace, level thresholds for access by wheelchair users and to avoid staff lifting mobility equipment, wide enough gates and wide paths with defined edges, well away from outward opening windows and any hazards clearly identified.<br><br>1200mm, preferably 1500mm and 1800mm for busy routes with passing places as required.<br><br>Bays off circulation routes can be provided for children to sit and talk, rest, re-orientate or calm down and let others pass – but they need to allow clear sightlines and passive supervision, since hidden spaces can encourage inappropriate behaviour. There should be outdoor access for curriculum and social activities and for means of escape, but it should be controllable for safety and security, especially where there is a possibility that children might try to run out of school.<br><br>It is important that all students can access and use the external spaces in a School, so that they can participate in social and recreational activities. Outdoor space in Schools normally comprises a mix of hard surfaced and grassed areas. While grass may be a difficult surface for wheelchair users, access to grassed pitches can be provided using pathways or matting products. As well as areas for activities such as games and sports, quieter social spaces with seating should also be provided for students to use. Where playgrounds are provided, equipment should be carefully selected to ensure accessibility for all students, including wheelchair users, students who use crutches and walking frames, and those with hearing loss or vision loss.<br><br><u>Playgrounds</u><br><br>Five percent of children in the UK are disabled and many of these find themselves excluded from outdoor play activities because school playgrounds are not designed with inclusion in mind.<br><br>Outdoor play brings benefits of all kinds: it improves physical and mental health, promotes personal development and encourages better social interaction. However, some children are denied these opportunities because the design of the playground or the equipment on offer creates a barrier for them. |

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| | Pupils who use a wheelchair, for example, may face accessibility issues whereas autistic pupils might find busy spaces overbearing. A truly inclusive playground would ensure that all pupils could participate in outdoor play. | |
| **Audit Findings** | <br> <br> <br> <br> | Outdoor circulation routes and recreational spaces across the school site are fully accessible to wheelchair users, allowing pupils to move around the grounds safely and independently. Seating areas located externally can also be accessed by wheelchair users, ensuring that all pupils are able to sit with friends, take breaks comfortably and participate in social activities outdoors.<br><br>Where the school provides play equipment, wheelchair users are able to access the play area itself and position themselves close to the equipment, even if they are not able to use every item directly. This approach ensures that pupils with mobility needs are not excluded from playtime or from shared imaginative activities with their peers. The school recognises that it has a duty to ensure that no SEND pupil is disadvantaged during break times, and it actively considers how pupils can remain included in group play, roleplay scenarios and social games even when certain equipment may not be physically accessible.<br><br>Caister Junior School also acknowledges that an inclusive playground should offer open, flexible space where children can engage in imaginative and cooperative play together. Ideally, some of this space remains free from fixed equipment and is surfaced appropriately so that wheelchair users and pupils with mobility needs can move around easily and participate fully.<br><br>In addition to active play areas, the school provides quieter external spaces for pupils who may find the busy, high-energy environment of the main playground overwhelming. These calmer areas offer a retreat for pupils who need time away from noise and crowds, supporting emotional regulation and ensuring that all children have access to outdoor spaces that meet their individual needs. |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes. | |

| 10.2.18 | **Doors** |
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| **Best Practice** | According to AD M<br><br>• Doors to have maximum opening force at leading edge of 20N. Door furniture to be easily operated by a closed fist, visually apparent i.e., contrasting with door surface and not cold to touch. Door clear width measured from handle to jamb. Varies according to angle of approach. Straight approach to door – 800mm clear width / right angle approach to door with access route min 1500mm - 800mm clear width / right angle approach to door with access route min 1200mm - 825mm clear width and doors and side panels to doors wider than 450mm to have vision panels provided – visibility zone between 500mm and 1500mm and if necessary interrupted between 800mm and 1150mm above floor level e.g., to accommodate an intermediate horizontal rail. Unobstructed 300mm min space on door pull side between door leading edge and wall (not to powered doors).<br>• Door frames to contrast with surrounding wall surfaces. Manifestation at two levels, 850mm to 1000mm and 1400mm to 1600mm. Glass doors in glass façade to have 150mm high contrast strip at door edges, and door protection if capable of being left open. Manifestations should visually contrast inside and out and in all lighting conditions. Fire doors self-closing either fitted with hold open devices or free swing devices and close on activation of the fire alarm (to negate requirement for 20N opening force)<br><br>According to BS 8300 - Colour and luminance contrast should be used to distinguish the boundaries of floors, walls, doors and ceilings, e.g., if the architrave is the same colour as the door but a different colour from the surrounding wall, it may outline the opening for some visually impaired users when the door is open.<br><br>There should be adequate space alongside the leading edge of the doors for a wheelchair user to pass through. A space of 300 mm should be provided alongside the leading edge of the door to enable wheelchair users to reach the handle. The Department of the Environment Part M Technical Guidance Document notes the importance of a 'leading edge' at every door. This is "an unobstructed space of at least 300mm between the leading edge of a single leaf door (when it opens towards you) and a return wall, unless the door is opened by remote automatic control. This enables a person in a wheelchair to reach and grip the door handle, then open the door without releasing hold on the handle and without the footrest colliding with the return wall".<br><br>Doors present some of the most common accessibility issues. They may be too "heavy" and require too much force to open. Heavy doors are especially difficult for people with disabilities and seniors with limited upper body strength and/or skills in using their hands. They may close too quickly for some people to pass through easily. People who move slowly or use mobility devices like wheelchairs or walkers may not be able to pass through fast enough. Luckily, these common problems can often be resolved by simply adjusting door closers.<br><br>Door controls should be at a suitable height. All door furniture and fittings to be 1000mm above floor level. Switches to be the large touch plate type. All of |

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| | the door handles should be the D-shape variety. All door furniture and fittings to contrast to their background. | |
| **Audit Findings** | <br> <br> <br> <br> <br> | The school doors comply with accessibility standards to accommodate students, staff, and visitors with disabilities. This includes having doors that are wide enough for wheelchair access, equipped with lever handles.<br><br>They have been designed to meet fire safety regulations. This includes having fire-resistant doors in designated areas, clearly marked emergency exits, and ensuring that all doors used for fire evacuation are unobstructed and easily accessible.<br><br>They regularly maintain the school doors to ensure their longevity and proper functionality. This includes inspecting hinges, locks, handles, and door closers to prevent wear and tear that could compromise security and safety.<br><br>• Do all doors have the correct D style of handles? No<br>• Are there noisy door closures? No<br>• Are doors accessed by disabled pupils wide enough for wheelchair access? Yes<br>• Do doors include vision panels that extend low enough to enable short or young or wheelchair pupils to see through and be seen? Mostly.<br>• Are door with closers openable with minimum force? Yes<br>• Are door handles of a contrasting colour to the background? No<br>• Are corridor doors held back in an open position for ease of access? Yes<br>• Do held-open doors have high visibility edge markings for ease of identification? Yes |
| **Grade 2026** | **Improvement Recommended** | |
| **Suggestions to improve/resolve** | Change non-compliant door handles to the D style of handle: Example:<br> <br>Handles which do not contrast in colour to the door should either be changed or painted to a different colour. Example: | |

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| 10.2.19 | **Teaching and Learning Spaces. Furniture and Teaching Equipment** |
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| **Best Practice** | The classroom is the most common type of room in a school building.<br><br>An appropriate classroom environment is important for successful teaching and learning and for ensuring that all students can participate equally in classroom activities. It is important that all students can circulate freely around the classroom, and can access storage areas, equipment, sinks, sockets, and so on.<br><br>The provision of ample space and level access is important for those using assistive devices, such as wheelchairs, crutches or canes. Worktops and sinks should have knee space underneath to allow a wheelchair user to use them comfortably. Anti-glare film is recommended on windows in areas which visually impaired children use frequently. This is due to photosensitivity further reducing vision, ability to judge speed and distance and also causing eye pain and headaches.<br><br>Students with disabilities will have certain unique requirements that impact how they use School facilities. For example:<br><br>• Students with mobility disabilities may have particular difficulties with steps, or heavy doors. They may need additional desk space if they use a wheelchair, or additional storage space for a walking frame or crutches.<br>• Students with visual difficulties will benefit from improved lighting and clear visual contrasts on doorframes and support columns.<br>• Some students with emotional, psychological or mental health difficulties will benefit from a calming environment created by appropriate use of light and colour schemes.<br>• Many students have particular requirements for access to laptop computers or other assistive technology. Availability of power points for recharging will greatly benefit these students<br><br>At secondary level, children progress to a wider ranging and specialised curriculum, and accommodation can be correspondingly diverse. Rather than spending most of their day in one classroom as they do in primary school, children move around the school to spaces with specialist facilities for different activities. 14–19year olds often also have vocational training and work experience. Mainstream schools can be especially large, so some children with SEN and disabilities need assistance when they move between different spaces and to take part in school life.<br><br>The range of spaces needed will depend on a school's curriculum, size and organisation but will typically provide the following: - general teaching spaces, larger spaces for a range of practical specialist and performance subjects, small rooms for individual and group work, resource spaces, including library and ICT |

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| | facilities, large spaces for physical education and assemblies, dining and social spaces, outdoor spaces.<br><br>These will be supported by: staff facilities, storage for personal belongings, learning aids and resources, accessible toilet and changing rooms, kitchen facilities<br><br>3 sizes of general teaching space schools are recommended: Small classrooms (49–56m2 for up to 30 children) If many children have SEN and disabilities or need a high level of support, adjustments will need to be made to how a space of this size is used. For example, class numbers might need to be reduced to allow adequate circulation space for learning aids and teaching assistants. It is not generally recommended to have small general teaching spaces in new school buildings because of their lack of flexibility.<br><br>Standard classrooms (56–63 m2 for up to 30 children) Standard teaching spaces are usually large enough for children with SEN and disabilities to access all relevant curricular activities, allowing for one child using mobility aids and a wheelchair, with access to some or all of the space, depending on the layout.<br><br>Large classrooms (63–70 m2 for up to 30 children) Large teaching spaces are especially suitable for children with SEN and disabilities, since they provide enough room to accommodate one or more children (or staff) using mobility aids and/or wheelchairs, as well as the necessary support staff.<br><br>Furniture layouts in the classrooms should be carefully planned to ensure space at the entrance and access to key facilities such as the whiteboard, storage areas, and practical zones. An 1800mm turning space at these areas should be maintained and a preferred circulation width of 1200mm for movement between them. A minimum of 900mm circulation width should be available on all routes. This space is based on the requirements of wheelchair users but will also benefit a range of other users.<br><br>Chairs with arms and height adjustable workbenches should be available<br><br>As of September 2012, the Equality Act 2010 (“the Act”) imposed a new duty on schools to make reasonable adjustments to provide auxiliary aids and services to disabled pupils.<br><br>Examples of auxiliary aids might include hearing loops, adapted PE equipment, adapted keyboards and special software. Cost will inevitably play a major part in determining what is reasonable and it is more likely to be reasonable for a school with substantial financial resources to make an adjustment entailing significant cost. Even so, many reasonable adjustments are inexpensive, involving a change in practice rather than the provision of expensive pieces of equipment or additional staff. | |
| **Audit Findings** | | Furniture layouts within classrooms at Caister Junior School are carefully planned to ensure clear access and safe movement for all pupils. Adequate space is maintained at classroom entrances and around key facilities such as whiteboards, storage areas and practical learning zones. Turning circles of approximately 1800mm are provided in these areas, alongside preferred circulation widths of 1200mm |

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| | <br> <br> <br> <br> <br> <br> <br> | between furniture. All routes maintain a minimum width of 900mm. These dimensions meet the needs of wheelchair users and also benefit a wide range of other pupils and staff.<br><br>All pupils have full access to specialist teaching spaces across the curriculum, ensuring that no child is disadvantaged by the layout or design of learning environments. Storage areas are organised so that pupils can independently access any aids, equipment or resources they require.<br><br>Displays, including information boards and examples of pupils' work, are positioned at heights that allow them to be viewed comfortably by all pupils, including those using wheelchairs. Appropriate furniture and equipment are provided to meet individual needs, with adjustments made on a case-by-case basis to ensure comfort, safety and inclusion.<br><br>Classroom layouts support easy movement for pupils with disabilities, and any specialist furniture is correctly adjusted, regularly serviced and well maintained. This ensures that learning spaces remain accessible, safe and supportive for every pupil throughout the school year. |
| **Grade 2026** | **Compliant** | |
| **Suggestions to improve/resolve** | Maintain existing action and processes. | |

| **10.2.20** | **Staff Facilities** |
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| **Best Practice** | With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behaviour, engagement, learning, and growth in achievement.<br><br>Opinions on staff room design vary widely from school to school. In some schools, these spaces are used successfully by teachers for collaboration and knowledge sharing. In other schools, the staff room is avoided at all costs or |

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| | has even been removed altogether and replaced with mixed student and staff breakout spaces.<br><br>We believe that the staff room is often the most neglected room in the school. Many schools are so focussed on attracting the top students and keeping their grounds looking immaculate, but when it comes to the staff room – the engine room of the entire school – it is a different story.<br><br>Does your staff room design itself leave anything to be desired? Are there tea stains on the carpet, seating that has seen better days or overstuffed pigeon-holes? Are there out-dated staff notices or overflowing bins? Your staffroom should be, in a certain sense, a haven for your staff. A place where they can meet to recharge, socialise with colleagues and obtain advice and support. Whilst a staff room etiquette may be necessary, we believe that creating an inspirational staff base could make a world of difference to your school.<br><br>Head teachers should ask themselves these 3 very important questions:<br><br>1. Would you be happy to show your staff room to prospective parents of the school?<br><br>2. Do you enjoy using your staff room?<br><br>3. Is the furniture and decor fit for purpose?<br><br>The staff room is no longer just a place to spend their lunch hour. It is a place to work undistracted by students, an escape away from noisy corridors, a change of scene, a break-out area, a library to store important documents, and a place to conduct meetings. Staff rooms boost the morale of teachers. This communal area is where teachers can connect with one another. A reminder that working in a school is a team effort. Teachers need that network, and this support reflects positivity onto the students, improving results all around. Teachers are under constant scrutiny. From peers, superiors, parents and Ofsted.<br><br>Staff rooms are important for members of staff and can boost morale, as well as giving them a place to call their own. Making members of staff feel like they belong and are supported reflects onto the students also. | |
| **Audit Findings** | <br> <br> | Caister Junior School provides a dedicated staffroom within the main school building for staff to use throughout the day. The school recognises the importance of staff wellbeing and understands that all employees need opportunities for rest and reset during a busy school schedule. The staffroom serves as a calm breakout space where teaching and support staff can relax, re-energise and connect informally with colleagues between lessons.<br><br>Having a designated area away from the demands of the classroom helps maintain morale and supports positive staff relationships. It offers a comfortable environment for staff to take a well-deserved break, mirroring the value placed on pupils' downtime during the school day. |

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| | | The staffroom is fully wheelchair accessible, with sufficient space for safe manoeuvring. However, there are currently no high-backed chairs with arms available. Providing seating with arms is important, as it supports staff with mobility needs by making it easier to sit and stand safely and comfortably. |
| **Grade 2026** | **Improvement Recommended** | |
| **Suggestions to improve/resolve** | Provide at least one high backed chair in the staff room. | |

## 10.3. Access to Education

An accessible school is one in which disabled pupils and pupils with ongoing or temporary medical limitations can participate fully in the school curriculum.

The curriculum covers teaching and learning and wider provision embracing after-school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum should include consideration of school and classroom organisation and support, timetabling, curriculum options, the deployment of staff and staff information and training.

Pupils with disabilities, medical or intellectual capacity needs can be amongst the most vulnerable in society. Safeguarding the wellbeing of these pupils especially is therefore an important consideration.

| **10.3.1** | **Staff Expertise and Training, including Disability Awareness Training** |
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| **Best Practice** | <u>Staff Expertise and Training</u><br><br>Teachers, Teaching Assistants (TAs), and adult helpers all have a specific job to do in the classroom and each role requires careful planning. The effective use and management of classroom TAs, specifically, also requires a coordinated approach to that planning.<br><br>Provision for pupils with SEND should be included in a school's regular monitoring of the quality of teaching. This helps to identify priorities for their ongoing programme of staff professional development and training and ensures that all teachers and support staff have appropriate skills and knowledge to support provision for children with additional needs.<br><br>A school's SENCO should actively engage in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policies to support pupils with additional needs.<br><br>The school should also be able to seek advice and guidance from relevant agencies to support staff to evaluate and develop provision for pupils who have the most complex needs. Considerable thought, planning and preparation should go into utilising a school's resources to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. |

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| | Schools should be committed to developing the on-going expertise of all of their staff. Ideal additional training a school could offer to their staff includes (but is not limited to):<br><br>• Autism and Social Communication difficulties<br>• Dyslexia (specific literacy difficulties)<br>• Catch-up Maths programmes<br>• Speech and Language development<br>• Language Development and Acquisition<br>• Medical Needs and Conditions<br>• Learning Mentor support for the wellbeing and positive mental health of vulnerable pupils<br>• Mentors trained to use Restorative Approaches to manage conflict<br>• Wellbeing Practitioners to support emotional needs and mental health issues<br>• Emotional Literacy Support Assistant (ELSA)<br><br>Continuing Professional Development opportunities should be offered to all staff to continue their training.<br><br>Specific training should be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.<br><br><u>General Disability Awareness Training for Staff, Pupils and Governors</u><br><br>Disability Awareness Training is an essential tool that every school should offer to their staff, Governors, and pupils. The purpose of this training is to provide education and support to better understand the challenges that individuals with disabilities face in their daily lives.<br><br>The training focuses on increasing awareness of the different types of disabilities such as physical, sensory, cognitive, and mental health disabilities. It also highlights the challenges faced by individuals with these disabilities, such as accessibility in the classroom, social inclusion, and communication barriers.<br><br>*For Staff and Governors*, the training provides insight into how to create accommodation plans, provide support and assistance in the classroom, and encourage equal opportunities for all students. It also helps to ensure that the school environment is accessible to everyone, with appropriate adjustments made for students with disabilities. This can include accessible facilities, technology and equipment, and specialist support from outside agencies.<br><br>*For Pupils*, Disability Awareness Training helps to promote empathy and understanding of others, create a positive attitude towards people with disabilities, and encourage an inclusive learning environment. This training can greatly benefit all students, not just those with disabilities. It helps to promote respect for everyone's abilities, and that everyone has the right to an equal education and opportunities. |
| **Audit Findings** | The school supports all staff to continue learning, alongside their students. They are committed to:<br><br>• Providing the time, resources, choice and autonomy to allow effective, personalised, professional development - within a supportive whole school structure |

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| | • Developing a coaching culture, with an emphasis on deep reflection, listening for understanding and personalised support<br>• Providing a wide range of professional development opportunities<br>• They also offer training opportunities for their non-teaching staff to support their development and career aspirations.<br><br>Continuing Professional Development opportunities are offered to all staff to develop their expertise.<br><br><u>Disability Awareness Training</u><br><br>Doe the school offer Disability Awareness Training? No<br><br>A school should offer Disability Awareness Training to cultivate an environment where every student, staff member, and parent feels respected, understood, and included. This training helps dismantle stereotypes and unconscious biases that can lead to exclusion or marginalisation, replacing them with empathy, informed understanding, and practical strategies for inclusion. By educating staff and students about the diverse experiences of disabled individuals—including physical, sensory, cognitive, and hidden disabilities—schools foster a culture of dignity and belonging that goes beyond compliance and into meaningful change.<br><br>For staff, Disability Awareness Training enhances their ability to make reasonable adjustments, communicate effectively, and support pupils with a wide range of needs. It equips them to recognise barriers that may not be immediately visible and respond with sensitivity and confidence. This is especially important in classrooms, where inclusive teaching practices can significantly impact a child's academic progress and emotional wellbeing. For students, the training promotes peer empathy, reduces bullying, and encourages collaborative learning, helping all children to thrive in a diverse community. |
| **Grade 2026** | **Improvement Recommended** |
| **Suggestions to improve/resolve** | Provide training in disability awareness to staff, governors and pupils. |

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| **10.3.2** | **Admission** |
| **Best Practice** | All schools have admission criteria to decide which children get places. The school or local council usually set these.<br><br>Admission criteria are different for each school. For example, schools may give priority to children:<br><br>• who have a brother or sister at the school already?<br>• who live close to the school?<br>• from a particular religion (for faith schools)<br>• who do well in an entrance exam (for selective schools, for example grammar schools or stage schools)?<br>• who went to a particular primary school (a 'feeder school')<br>• in care or being looked after (all schools must have this as a top priority) |

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| | • who are eligible for the pupil premium?<br>• If a child has SEN their EHCP or education, health and care plan will recommend a school for them. If a parent applies there, the school must give that child a place.<br><br>Children and young people with SEN can become particularly anxious about 'moving on', whether this be joining a new school or moving between classes or even leaving the school.<br><br>A school should be conscious to support a child's wellbeing and positive mental health through successful transition and ensure consistency of support:<br><br><u>When joining Nursery/Reception Classes:</u><br><br>The Early Years Leader or SENCO should contact the pre-school setting to seek information regarding the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. Discussions should be held with parents/carers to share information.<br><br>If the pupil has more significant needs and /or has support from other professional agencies, more formal transition meetings should be arranged and documented.<br><br><u>When moving to/from another school:</u><br><br>The school should contact the receiving school SENCO and share information about special arrangements and support currently in place to help your child achieve their learning goals. They should ensure that all records are passed between schools as soon as possible.<br><br><u>When moving between classes and phases:</u><br><br>An information sharing meeting should take place with the new teacher.<br><br>Opportunities should be provided for a child to visit the new class and meet the teacher and other key staff. The school should encourage the involvement of parents/carers in this process as it is critical to supporting a successful move.<br><br>For those pupils with a higher level of need, a multi-agency 'Action for Inclusion' meeting may be required. |
| **Audit Findings** | The school is pleased to receive applications for admission from pupils irrespective of race, nationality, colour, ethnic or national origin, religion or creed, disability or previous educational background. All applications are treated equally. In particular, the school takes seriously its responsibilities to ensure compliance with the Special Educational Needs and Disability and Equality Acts. Additional meetings and transition days may need to be arranged dependent upon need.<br><br>The school understands that joining a new school can potentially cause a great deal of anxiety for children with SEND.<br><br>Successful arrangements and interventions are used to support children who need it. The school is able to offer transition visits and additional visits if needed in order to assist children with SEND. The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate. |

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| | If a child has an EHCP, the school will ensure that they identify all needs and put provision in place. They will also hold meetings with everyone involved in the child's care, as well as the parents.<br><br>Through discussion by SENCO and discussion with parents and previous school, taking into account recommendations from any formal assessment reports that the child may already have an action plan for appropriate additional support to be made available on entry will be put together by the new class teacher and SENCO.<br><br>All children are treated according to their needs in line with the school's policy for equality. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g., wheelchair access, the Governing Body will make every effort to ensure the child's needs are fully met and the school's SENCO will work with the child's family to endeavour to make this happen. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| **10.3.3** | **SEN Information Report** |
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| **Best Practice** | The SEN information report is a document that outlines the school's approach to supporting children with SEN and disabilities, and it should be accessible to parents on the school's website. *Please note that independent schools are not required to publish their SEN Information Report on their website*.*<br><br>It is a critical tool that provides essential information to parents about how the school identifies, assesses and meets the needs of SEN pupils.<br><br>The SEN Information Report should include details on the school's SEN policy, including its objectives in relation to SEN, how it identifies and assesses SEN and its approach to teaching SEN pupils. It should also include details on how the school monitors and reviews the progress of children with SEN and how it supports children's social and emotional well-being.<br><br>The SEN Information Report should contain everything OFSTED – and for that matter any agency, parent, student or professional – could want to know in terms of SEN identification, provision and support. It can also act as a guide through SEN provision for all members of staff, whatever their career profile. It must include:<br><br>• Details of and links to your area Local Offer(s). Remember that if you work with more than one local authority, then you need to have links to all of the Local Offers for those authorities.<br>• In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO. Best practice would be to also include the same details for your headteacher and your SEND governor, as well as how parents can make a complaint or raise a concern. |

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| | • Information about the expertise and training of staff in relation to children and young people with SEN and about how specialist expertise will be secured.<br>• How you make provision for pupils with SEN, whether or not they have Education, Health and Care Plans (EHCPs).<br>• What interventions you have implemented and their impact.<br>• The additional learning opportunities for pupils with SEN.<br>• Your procedures, if you are a mainstream school or nursery, for the identification and assessment of pupils with SEN.<br>• Your approach to teaching pupils who have SEN.<br>• How you adapt the curriculum and the learning environment for those who have SEN.<br>• How the school enables pupils with SEN to engage in the activities of the school (including physical activities) together with children who do not have SEN.<br>• Details of the support that is available for improving the social, emotional and mental health and development of pupils with SEN.<br>• How you involve pupils and their parents in decision-making.<br>• How you evaluate the effectiveness of your provision, including securing feedback and the views of pupils and their parents |
| **Audit Findings** | The school's SEN Information Report is clearly available on the school's website.<br><br>They understand that having access to this information is vital since it provides parents with insight into how they teach SEN pupils. They also understand that this report helps to answer any questions or concerns parents may have, and it helps them to make informed decisions about their child's education. It also enables parents to work closely with teachers and support their child's learning and development.<br><br>Parents need to know that the school is committed to providing their SEN child with the right support, and the SEN Information Report achieves precisely that. The school is committed to ensuring transparent communication between teachers and parents and fosters a positive relationship that supports the child's education and well-being. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| **10.3.4** | **Safeguarding** |
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| **Best Practice** | Disabled and impaired children and young people can be amongst the most vulnerable and may be especially reliant upon the support of adults. Such groups are potentially vulnerable to being targeted inappropriately. Effective safeguarding systems are vitally important for the protection of such pupils.<br><br>The DfE publishes Statutory guidance for schools and colleges on safeguarding children and safer recruitment. The guidance is updated from time to time. |

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| | Statutory guidance sets out what schools must do to comply with the law. You should follow the guidance unless you have a very good reason not to.<br><br>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 |
| **Audit Findings** | Caister Junior School places safeguarding at the centre of its practice and maintains a strong, proactive approach to protecting all pupils. The Designated Safeguarding Lead (DSL) is Jilly Peace, who oversees safeguarding procedures, staff training and the management of concerns.<br><br>The school recognises that children with special educational needs or disabilities (SEND), as well as those with certain medical conditions, may face additional safeguarding vulnerabilities. These can include communication barriers, difficulties recognising or reporting abuse, and challenges in expressing worries or concerns. Staff are trained to ensure that the voices of children with SEND are heard, understood and acted upon, with appropriate support provided to help them communicate safely and confidently.<br><br>All staff are encouraged to explore possible indicators of abuse—such as changes in behaviour, mood or unexplained injuries—and not to assume these signs are linked to a child's disability or health condition. The school is mindful that children with SEND may be disproportionately affected by bullying, exploitation, peer isolation or prejudice-based behaviours, even when outward signs are limited. To address these risks, additional pastoral support and targeted attention are provided where needed, ensuring that vulnerable pupils receive timely and appropriate intervention.<br><br>Caister Junior School fully understands its responsibility to safeguard every child and acknowledges that no single professional can hold a complete picture of a pupil's circumstances. Effective safeguarding relies on timely information-sharing, professional curiosity and prompt action. Staff work collaboratively to ensure children and families receive the right help at the right time.<br><br>Visitors to the school follow a clear safeguarding protocol. All visitors must sign in and out, wear an identification badge and receive key safeguarding information, including contact details for safeguarding personnel. Scheduled professional visitors (e.g., fire officers, contractors) are required to show identification on arrival. If a visitor arrives unexpectedly and is unknown to the school, staff will verify their identity with the relevant organisation before granting access.<br><br>All staff have been provided with, read and signed to acknowledge the current DfE guidance Keeping Children Safe in Education. Safeguarding training is delivered regularly, ensuring staff remain confident, informed and alert to emerging risks.<br><br>The school site is safe and secure, with daily, weekly and annual risk assessments carried out across buildings, equipment and outdoor areas. Risk assessments also apply to off-site visits, ensuring pupils remain protected beyond the school grounds. Staff maintain a strong focus on the wellbeing of every child, recognising safeguarding as a shared responsibility embedded throughout school life. |

| Grade 2026 | Compliant |
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| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| 10.3.5 | Pupils with physical Health Care Needs |
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| **Best Practice** | Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions.<br><br>Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions. Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported.<br><br>Parents of children with medical conditions are often concerned that their child's health will deteriorate when they attend school. This is because pupils with long-term and complex medical conditions may require on-going support, medicines or care while at school to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances.<br><br>It is also the case that children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. It is therefore important that parents feel confident that schools will provide effective support for their child's medical condition and that pupils feel safe. In making decisions about the support, they provide; schools should establish relationships with relevant local health services to help them. It is crucial that schools receive and fully consider advice from healthcare professionals and listen to and value the views of parents and pupils.<br><br>In addition to the educational impacts, there are social and emotional implications associated with medical conditions. Children may be self-conscious about their condition, and some may be bullied or develop emotional disorders such as anxiety or depression around their medical condition. In particular, long-term absences due to health problems affect children's educational attainment, impact on their ability to integrate with their peers and affect their general wellbeing and emotional health. Reintegration back into school should be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend.<br><br>Short term and frequent absences, including those for appointments connected with a pupil's medical condition, (which can often be lengthy), also need to be effectively managed and appropriate support put in place to limit the impact on the child's educational attainment and emotional and general wellbeing. |

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| | Some children with medical conditions may be disabled. Where this is the case governing bodies must comply with their duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an EHCP, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well.<br><br>Ofsted - their inspection framework places a clear emphasis on meeting the needs of disabled children and pupils with SEN and considering the quality of teaching and the progress made by these pupils. Inspectors are already briefed to consider the needs of pupils with chronic or long-term medical conditions alongside these groups and to report on how well their needs are being met. Schools are expected to have a policy dealing with medical needs and to be able to demonstrate that this is implemented effectively. |
| **Audit Findings** | Caister Junior School is committed to ensuring that all pupils with specific needs receive appropriate, high-quality support. The school adopts a holistic approach, recognising that factors affecting a child's progress are not always related to SEND and that every pupil's circumstances must be considered in full.<br><br>The school's policy clearly outlines the roles and responsibilities of all staff involved in supporting pupils with medical conditions. Sufficient staff members receive appropriate training and must demonstrate competence before taking on responsibility for pupils with medical needs. Staff providing medical support have access to all relevant information, guidance and teaching materials to ensure they can meet pupils' needs safely and effectively.<br><br>Accessibility and educational support arrangements are in place for pupils with temporary medical or physical impairments, such as broken limbs or post-operative recovery periods, ensuring continuity of learning and safe participation in school life.<br><br>Some pupils with medical conditions may also be disabled, and in these cases the school meets its duties under the Equality Act 2010. Others may have special educational needs and an Education, Health and Care Plan (EHCP), which brings together their health, social care and educational needs. The school follows the SEND Code of Practice (2014) in all such cases. Where a care plan is required, it is written by the school nurse or relevant medical specialist and shared with all key adults working with the child. A copy is also kept in the medical room for easy reference.<br><br>Caister Junior School consistently considers what reasonable adjustments may be required to enable pupils with medical needs to participate fully and safely in school visits. Risk assessments are carried out to identify any additional steps needed to ensure inclusion. Staff consult with parents, pupils and relevant healthcare professionals to ensure that pupils with medical conditions can take part safely and confidently in off-site activities. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| 10.3.6 | **Access to the Curriculum and Lesson Planning for pupils with SEN** |
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| **Best Practice** | Ensuring access to the curriculum is vital in providing equal opportunities to children and young people with SEND. Considerable progress has been made to improve the accessibility of the curriculum, covering both teaching and learning, as well as Early Years, trips and visits, after school activities and extended school activities in our schools.<br><br>Schools and educational settings (including Early Years) are responsible for providing a broad and balanced curriculum for all pupils and play a key role in planning to increase access to the curriculum for all pupils. Therefore, schools are required to have in place an 'Accessibility Plan' that demonstrates what actions the school is taking to increase access to the curriculum, particularly for those pupils with SEND.<br><br>Adjustments that would help children with disabilities have better access to the curriculum might include:<br><br>• changes to teaching and learning arrangements, classroom organisation and timetabling.<br>• Technology suited to a child's needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:<br>• touch-screen computers, joysticks and trackerballs, easy-to-use keyboards, interactive whiteboards, text-to-speech software, Braille-translation software, software that connects words with pictures or symbols.<br><br>The following is considered good practice:<br><br>• Develop effective classroom partnerships by differentiating the learning objectives and outcomes, ensuring all staff are fully briefed and can adjust the lesson to meet the needs of individual pupils. This partnership should be underpinned by encouraging independence amongst pupils.<br>• Develop a whole school approach that raises the capability of all school staff to assist in the teaching of pupils with SEND in mainstream settings. In particular this approach should focus on ensuring school staff can provide care and support for vulnerable pupils and know who to speak to find out more.<br>• Make SEND a priority by ensuring there is a member of the governing body, or a sub-committee, with specific oversight arrangements for SEN and disability. This should include regular reviews between the Headteacher, SENCO and the governing body on how resources are being allocated and the impact of this allocation. |
| **Audit Findings** | Caister Junior School ensures that disabled pupils are able to participate fully in all areas of the curriculum. The school's policy is clear: every pupil, regardless of need, should be integrated as fully as possible into school life. Pupils have full access to the curriculum unless specific arrangements are required, and these are always made in full consultation with families and relevant professionals. Staff recognise that every child has strengths as well as areas of |

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| | challenge, and they work purposefully to nurture those strengths, build confidence and self-esteem, and provide targeted support where needed.<br><br>Differentiation is a core part of classroom practice at Caister Junior School. Teachers adapt tasks, approaches and expectations to ensure that all pupils can access learning meaningfully. Lessons are planned with varied learning styles and abilities in mind, and adjustments are made to remove barriers wherever they arise. The school is firmly committed to educational inclusion, valuing the achievements, attitudes and wellbeing of every pupil.<br><br>Through appropriate curricular provision, staff recognise that pupils learn in different ways and at different rates. Teaching is adapted to meet individual needs, including those of pupils with disabilities, pupils with SEND, those from diverse cultural backgrounds and pupils with English as an additional language. The school understands that all pupils may have additional needs at different points in their education, and a wide range of strategies is used to respond to these needs as they emerge. Learning diversity is planned for, barriers to participation are challenged and removed, and equality of opportunity is central to the school's ethos.<br><br>Parents are fully involved in their child's education and are kept informed whenever special educational provision is made. This collaborative approach ensures that support is consistent, transparent and responsive.<br><br>**Access to the Curriculum**<br><br>Caister Junior School identifies and assesses the needs of all pupils with SEND, ensuring that individualised support plans are in place to help them access the curriculum. Staff work closely with external professionals—including Speech and Language Therapists and Educational Psychologists—to provide specialist guidance and interventions. Pupils with SEND are included in all aspects of school life, including extracurricular activities.<br><br>Parents and carers are actively involved in planning and monitoring their child's progress. Plans produced by medical or specialist professionals are shared with relevant staff, recorded on CPOMS and communicated clearly with families.<br><br>**Lesson Planning**<br><br>Teachers differentiate lessons to meet the varying needs of pupils with SEND, ensuring that learning is accessible and appropriately challenging. The school monitors and evaluates the effectiveness of lesson planning in meeting SEND needs, and progress is reviewed regularly through meetings between class teachers and the SENCO.<br><br>Pupil voice is valued, and feedback from pupils with SEND is incorporated into planning and support. Staff have access to resources, guidance and specialist input to help them design effective lessons that meet individual needs. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| 10.3.7 | **Access to assignments and examinations for pupils with SEND** |
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| **Best Practice** | Recent legislation and guidance make clear that all the teaching staff in a school are responsible for the provision for pupils with SEN and/or disabilities. All staff should be involved in developing school policies and fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN and/or disabilities.<br><br>Staff should help pupils with SEN to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled pupils in all aspects of school life. The Equality Act has substantial implications for everyone involved in planning and teaching the curriculum. Schools have specific duties under the Act to: make reasonable adjustments to their policies and practice to prevent discrimination against" disabled pupils increase access for disabled pupils, including access to the curriculum, through accessibility" planning, and promote disability equality and have a disability equality scheme showing how they will do so.<br><br>Teachers have a statutory duty to modify the programmes of study "Schools have a responsibility to provide a broad and balanced curriculum for all pupils." This is more than just giving pupils 'access to the curriculum'.<br><br>The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils.<br><br>The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to: set suitable learning challenges " respond to pupils' diverse learning needs, and "overcome potential barriers to learning and assessment for particular individuals and groups " of pupils.<br><br>These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest "*of the group or modify the curriculum to remove barriers so all pupils meet the same objectives.*" Planning for pupils with SEN and/or disabilities should be part of the planning that you do for all pupils, rather than a separate activity. It doesn't need to be complicated or time-consuming.<br><br>You can simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for pupils with SEN and/or disabilities. Any personal targets the pupil has can inform this planning.<br><br>At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENCO or teaching assistant/mentor.<br><br>You should also think about the questions you will ask different groups and individuals and the ways you will check that pupils understand. Some pupils with SEN and/or disabilities will show they understand in different ways from their peers, so you should look at a range of opportunities for pupils to demonstrate what they know and can do. |
| **Audit Findings** | Caister Junior School is dedicated to providing an inclusive, supportive and fully accessible learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Teachers adapt their teaching |

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| | methods, materials and classroom approaches to meet the diverse needs of pupils with SEND, ensuring that every child can access the curriculum confidently and effectively.<br><br>The school makes thoughtful adjustments to both the physical environment and examination conditions when required. This may include providing additional time, rest breaks, separate rooms or adapted seating arrangements. A range of assistive technologies is used to support pupils in accessing learning and assessments, including text-to-speech software, screen readers and speech-recognition tools.<br><br>Individual Education Plans (IEPs) are developed for pupils with SEND and reviewed regularly to ensure that support remains relevant and responsive to each child's evolving needs. Staff work closely with external professionals—such as educational psychologists, speech and language therapists and occupational therapists—to provide targeted interventions and specialist guidance.<br><br>All staff receive training in inclusive teaching practices and are made aware of the specific needs of pupils with SEND. The school values strong partnerships with parents and carers, involving them in planning and decision-making so that support at school aligns with support at home. This collaborative approach ensures that pupils with SEND experience consistency, understanding and encouragement across all aspects of their education. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| **10.3.8** | **Access to Educational Visits and Extra Curricular Activities** |
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| **Best Practice** | Ensuring accessibility of any activities or events that involve travelling outside School grounds will help all students to participate fully in School life. This would include educational trips, such as, visits to museums or theatres, visits to other Schools, sports events, or work experience. It is also important to review the accessibility of the destination, and the transport to and from the destination, as part of the planning of any such activities.<br><br>If a visit is to cater for pupils with special needs, a suitable venue should be selected.<br><br>Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits.<br><br>All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures.<br><br>Summary sheets held by all teachers, containing details of each pupil's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer teacher should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency. |

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| | If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil.<br><br>If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general medical advice from the School Health Service or further information from the pupil's parents. (For further DfE guidance see Supporting Pupils with Medical Needs: A Good Practice Guide)<br><br>Schools will already be familiar with the nature of a pupil's special educational needs. Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging.<br><br>Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc., if appropriate. If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them. The group leader should at an early stage assess whether manual handling skills will be needed and, if so, whether training should be sought. |
| **Audit Findings** | Caister Junior School believes that every child should have the opportunity to experience learning beyond the classroom, as these experiences play an essential role in personal development, confidence building and social growth. The school is committed to ensuring that all pupils—including those with SEND—are able to participate fully in physical activities, co-curricular opportunities and school trips. All trips are planned with inclusion in mind and are open to every pupil.<br><br>When a trip or activity requires additional planning, particularly for residential visits, the school works closely with parents to understand each child's needs. This may involve meeting with families and the trip leader to discuss any potential barriers and agree on reasonable adjustments. These adjustments can include tailored rooming arrangements, identifying a key adult for check-ins or personal care, providing quiet time-out opportunities, adapting meal arrangements to meet dietary requirements, and liaising with travel companies to ensure suitable transport for pupils with physical disabilities. Staff training is also arranged where needed—for example, safe wheelchair handling or administering an EpiPen.<br><br>Through careful planning and thoughtful adjustments, pupils with SEND are able to engage in all school activities alongside their peers. The school listens closely to the views and wishes of pupils and parents, ensuring that SEND pupils feel fully included in school life and wider community events.<br><br>Adaptations are guided by detailed risk assessments, which may include additional staffing such as 1:1 support, extended time allowances, or modifications to activities using alternative equipment. All activities—both on and off site—are covered by a risk assessment. Additional, individual risk assessments are completed for pupils with specific needs, drawing on advice from relevant professionals such as Occupational Therapists, Physiotherapists, the School Nurse or specialist teachers for pupils with physical disabilities. |

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| | Caister Junior School has clear policies and procedures to ensure that pupils with SEND are included in all co-curricular activities and trips. The school assesses individual needs and preferences during planning, provides necessary accommodations, ensures staff are trained to support SEND pupils, communicates openly with families, and monitors the effectiveness of its inclusion strategies to continually improve practice. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| **10.3.9** | **Outcomes** |
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| **Best Practice** | Best practices for ensuring positive outcomes for children with Special Educational Needs and Disabilities (SEND) focus on creating an inclusive, supportive, and personalised learning environment.<br><br>Here are some key strategies:<br><br>• Individualised Support Plans: Develop personalised education plans (IEPs) that cater to the unique needs of each child with SEND. These plans should outline specific goals, accommodations, and support services.<br>• High-Quality Teaching: Ensure that teachers are well-trained in inclusive teaching practices and have access to resources that help them meet the diverse needs of their students.<br>• Early Intervention: Identify and address the needs of children with SEND as early as possible to provide timely support and prevent potential learning difficulties from escalating.<br>• Collaborative Approach: Involve parents, carers, and external professionals (e.g., speech therapists, occupational therapists) in the planning and implementation of support strategies.<br>• Positive Relationships: Foster positive relationships between staff and students to create a supportive and inclusive school environment.<br>• Focus on Strengths: Highlight and build on the strengths and abilities of children with SEND to boost their confidence and independence.<br>• Regular Monitoring and Evaluation: Continuously monitor and evaluate the progress of children with SEND to ensure that the support provided is effective and adjust plans as needed.<br>• Accessible Learning Environment: Ensure that the school environment is physically accessible and that materials are available in various formats (e.g., large print, digital audio, Braille).<br>• Inclusive Activities: Provide opportunities for children with SEND to participate in co-curricular activities and school trips, ensuring necessary accommodations are in place.<br>• Professional Development: Offer ongoing training and professional development for staff to keep them updated on best practices and new strategies for supporting children with SEND. |
| **Audit Findings** | Caister Junior School excels in providing an inclusive, supportive and personalised learning environment, ensuring positive outcomes for pupils with |

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| | Special Educational Needs and Disabilities (SEND). Staff work thoughtfully to tailor provision through differentiated teaching, reasonable adjustments, assistive technology and close collaboration with specialists and families. Their commitment to continuous improvement and individualised support enables pupils with SEND to thrive academically, socially and personally.<br><br>The school tracks and monitors the progress of pupils with SEND across all subjects, using this information to shape provision and identify next steps. Individual Education Plans (IEPs) are developed and reviewed regularly, ensuring that targets remain relevant and meaningful. Staff receive ongoing training and professional development to strengthen their skills in inclusive practice and SEND support, helping them create calm, nurturing and accessible classroom environments.<br><br>Caister Junior School places strong emphasis on the social and emotional wellbeing of pupils with SEND. Supportive relationships, structured routines and targeted interventions help children feel secure and confident. Achievements—both academic and non-academic—are celebrated widely, reinforcing pupils' sense of pride and belonging.<br><br>Data, observations and feedback from pupils, staff and families are used to refine and improve SEND provision throughout the year. Transition support is carefully planned, whether pupils are moving to a new class or preparing for the next stage of their education. The school also takes active steps to foster positive peer relationships, ensuring that pupils with SEND feel included, valued and connected within the wider school community. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

| **10.3.10** | **Staffing & Leadership** |
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| **Best Practice** | Best practice for staffing and leadership for SEN (Special Educational Needs) children involves creating a supportive, inclusive, and well-coordinated environment.<br><br>**Staffing:**<br><br>1. **Special Educational Needs Coordinator (SENCO)**: Ensure there is a dedicated SENCO who coordinates support for SEN children and liaises with teachers, parents, and external professionals.<br><br>2. **Trained Staff**: Provide ongoing training for all staff on SEN issues, inclusive teaching practices, and the use of assistive technologies.<br><br>3. **Teaching Assistants (TAs)**: Employ TAs who are trained to support SEN children in the classroom, helping with individualised instruction and classroom management.<br><br>4. **External Professionals**: Collaborate with external professionals such as speech therapists, occupational therapists, and educational psychologists to provide specialised support. |

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| | **Leadership:**<br><br>1. **Inclusive Leadership**: Ensure that school leaders promote an inclusive culture where every child's needs are met. This includes making SEND a strategic priority and involving all staff in supporting SEN children3.<br>2. **Co-Production**: Involve children, parents, and carers in decision-making processes to ensure that their needs and preferences are considered.<br>3. **Ethical Decision-Making**: Make decisions based on ethical considerations, ensuring that the rights and needs of SEN children are respected.<br>4. **Monitoring and Evaluation**: Regularly monitor and evaluate the effectiveness of SEN provision and make adjustments as needed.<br>5. **Professional Development**: Provide opportunities for staff to develop their skills and knowledge in SEN education through training, workshops, and networking.<br><br>**Best Practices:**<br><br>1. **Clear Referral Systems**: Implement a clear system for identifying and referring SEN children to appropriate support services.<br>2. **Evidence-Based Interventions**: Use interventions that are backed by research and proven to be effective.<br>3. **Resource Allocation**: Efficiently use resources to support SEN children, ensuring that they have access to the necessary tools and materials.<br>4. **Rigorous Assessment**: Conduct thorough assessments to identify the specific needs of SEN children and tailor interventions accordingly.<br>5. **Progress Tracking**: Continuously track and monitor the progress of SEN children across different subjects to ensure they are making gains.<br>6. **Feedback and Adjustment**: Evaluate the impact of interventions and make necessary adjustments to improve outcomes. |
| **Audit Findings** | Caister Junior School benefits from a highly experienced and well-qualified SENCO, who has held the position since October 2025. Their professional background includes a Postgraduate Certificate in Education (Primary) with QTS, SEN Coordination training, and the National Award for SEN Coordination. The school supports ongoing professional development to ensure the SENCO remains fully up to date with current legislation, best practice and emerging SEND strategies.<br><br>Support for pupils with SEND is carefully planned and responsive to individual need. The ratio of teaching assistants to pupils with SEND is determined by the specific requirements of each child, ensuring that support is targeted, appropriate and effective. All teachers and support staff receive training in inclusive teaching practices and SEND support, enabling them to deliver high-quality provision consistently across the school.<br><br>Collaboration is a strong feature of SEND practice at Caister Junior School. The SENCO works closely with teachers, teaching assistants and pastoral staff to |

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| | ensure that pupils receive joined-up, well-coordinated support. Staff have access to regular professional development opportunities, keeping them informed about the latest approaches, interventions and technologies that can benefit pupils with SEND.<br><br>The school is mindful of staff wellbeing and workload, recognising the importance of supporting those who work closely with pupils with additional needs. Measures are in place to ensure workloads remain manageable, and staff are encouraged to seek support when needed. This helps maintain a positive, resilient team who are able to provide the best possible care and educational support for pupils with SEND. |
| **Grade 2026** | **Compliant** |
| **Suggestions to improve/resolve** | Maintain existing action and processes. |

# 11. Accessibility Plan for Caister Junior School

| **Policy Title:** | |
|---|---|
| Date adopted: | |
| Date of next review: | |
| SLT Lead: | |
| Committee: | |
| Statutory requirement: | Yes |

**1. Introduction/Context**

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

*a) To increase the extent to which disabled students can participate in the school's curriculum.*

*b) To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*

*c) To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.*

**2. Purpose/Aims**

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.

2.4 To identifying barriers to participation and find practical solutions to overcoming these.
2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

**3. Definitions**

***3.1 Definition of Disability (Equality Act 2010)***

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

***3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)***

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

**4. The Accessibility Plan**

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

**a) Increase the extent to which disabled students can participate in the school's curriculum**

4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.
b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
c) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.

d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).
g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
i) Special access arrangements for internal and external exams.
j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
l) A structured and dedicated transition programme for vulnerable students
m) Specialist advice and guidance to support transition
n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

**Further development**

4.5 The School Development Plan sets out additional development priorities in this area. These include:

a) Create an inspiring curriculum model which meets the needs of all students.
b) Broaden choices to construct personalised pathways.
c) Develop high quality curriculum for lower ability students.
d) Develop more complex curriculum model.
e) Conduct annual curriculum reviews.
f) Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.
g) Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school

**b) The school environment already incorporates many features to ensure accessibility to students with disabilities.**

4.6 These include:

a) Any lifts
b) Any ramps
c) A specialist SEND area, with small, quiet and calm learning spaces
d) Any disabled toilets
e) Features that improve acoustics
f) Customised furniture and/or equipment
g) Specialist resources, including digital technologies
h) Guiding in emergency evacuation.
i) Any automatic doors

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual

students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

**Further development**

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new build.

**c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled**

4.10 Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

a) Differentiated resources with particular attention to reading age, plain English, images and layout.
b) Laptops and other digital technologies.
c) Coloured overlays for text.
d) Tactile resources.
e) Readers and/or scribes in exams, where appropriate

**Further development**

4.12 The following opportunities to improve further will be explored:

a) Opportunities provided by digital technologies.
b) Regular clear and relevant information to parents in home language if required.

**5. Responsibilities**

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

**6. Review**

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

## 12. Key to Action Plan

## 12.1. Priority Ratings

It is unlikely that you will be able to implement all the recommendations in the near future and we do recognise this. To this end a priority rating is given to each recommendation, which is designed to guide
you in the formulation of the accessibility plan, which then can be incorporated into the school accessibility
strategy and your School Improvement Plan (SIP).

Priorities for action may be dependent upon a range of factors including, for example:

- Compliance to AD M (Part M of The Building Regulations)
- Client's policy and objectives
- Current use of the building
- Costs involved and available budget and resources
- Plans for refurbishment
- Maintenance programmes
- Agreement of outside agencies (such as a free holder or local highway authority, planning permission)

It is for the schools' senior leadership and management to take ownership of actions to improve accessibility, in the context of the many competing demands schools face. The priorities suggested below may be helpful in that regard.

It is suggested that the schools' own development and improvement plan (SIP) contains targets linked to this Accessibility Action Plan, to encourage allocation of staffing and budget resource to support further improvements to accessibility.

**Priority A:**

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

**Priority B:**

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

**Priority C:**

Where action is recommended within 12 - 24 months to improve access.

**Priority D:**

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

## 12.2. Budget Implications

Potential budget costs have been suggested. Especially in the case of higher budget suggestions, it is recommended that quotation and tender exercises are undertaken in compliance with the schools and funding bodies financial regulations and appropriate budget allowed for at the point of preparing the school's annual expenditure budget.

**N - None**

Such recommendations are likely to be achievable with no revenue cost to the school.

**OG - Ongoing Maintenance**

Such recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

**L - Low**

Such recommendations are likely to be achievable for a budget of less than £1000

**I - Intermediate**

Such recommendations are likely to be achievable for a revenue budget of between £1000 & £5000. Such action may need allowing for at annual budget planning time.

**H - High**

Such recommendations are likely to be achievable for a capital budget cost above £5000. Such action will probably need allowing for at annual budget planning time.

**ST - Structural Change**

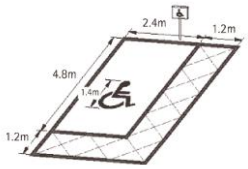
Such recommendations are likely to require a budget exceeding £15,000. Strategic Budget and Project planning at a professional level of support are likely to enhance delivery of the desired change.

# 13. Action Plan

## 13.1. Access to Information

| Audit Ref | Audit Item | Suggested Actions | Priority | Budget Implications | Target date for completion | Ownership of Task (School to insert name) | Date Completed |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

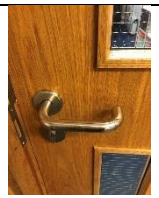
## 13.2. Access to Site and Facilities

| Audit Ref | Audit Item | Suggested Actions | Priority | Budget Implications | Target date for completion | Ownership of Task (School to insert name) | Date Completed |
|---|---|---|---|---|---|---|---|
| 10.2.2 | Arrangements for accessible parking | Mark out your accessible parking bays correctly.   | C | N/L | 2026 | | |
| 10.2.5 | Reception Facilities | Install a portable hearing loop and clearly display the sign. | C | L | 2029 | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | <br>Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example:<br> <br>Provide a seat with high back and arms. For example:<br> | C<br><br>C | N<br><br>L | 2026<br><br>2026-2027 | | |
| 10.2.6 | External areas, movement between buildings | At the ramp leading to reception, the start and ends of the slope needs to be indicated. This can be done with a thick stripe of white or yellow paint across the width or a | C | L | 2026-2027 | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | boldly painted white triangle pointing in the direction of the slope: For example:<br> <br>Install handrails to the ramp leading to the reception. | C | L | 2027-2028 | | |
| 10.2.10 | Accessible Toilets | Install an emergency alarm system in the accessible toilet, including a correctly positioned pull cord.<br>Add a flashing fire alarm within the accessible toilet to support deaf and hard of hearing users.<br> <br>Fit a shelf at an appropriate height for belongings and lower the coat hooks so they are reachable for all users, including wheelchair users. | B<br>B<br>C | L<br>L<br>L | 2027-2028<br>2029<br>2026-2027 | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Provide staff training on responding to emergency alarm activations once the alarm system is installed. | B | N | Once alarm is fitted | | |
| 10.2.13 | School Signage (Internal and External) | Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille. For example:<br> <br><br>Review external signage to ensure it complies with the Equality Act. For example:<br> <br> | C<br><br>C | L<br><br>L | ONGOING<br><br>ONGOING | | |
| 10.2.18 | Doors | Change non-compliant door handles to the D style of handle: Example: | C | L | 2028-2029 | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | |  <br>Handles which do not contrast in colour to the door should either be changed or painted to a different colour. Example:<br> | C | L | 2026-2027 | | |
| 10.2.20 | Staff Facilities | Provide at least one high backed chair in the staff room. | C | L | 2026-2027 | | |

| 13.1. Access to Education | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Audit Ref** | **Audit Item** | **Suggested Actions** | **Priority** | **Budget Implications** | **Target date for completion** | **Ownership of Task (School to insert name)** | **Date Completed** |
| 10.3.1 | Staff Expertise and Training, including Disability Awareness Training | Provide training in disability awareness to staff, governors and pupils. | C | N | ONGOING | | |

## 13.2. Signatures

| TITLE | NAME | SIGNATURE | DATE |
|---|---|---|---|
| **Headteacher** | | | |
| **SENCO** | | | |
| **Governor/Board Member** | | | |

Summary

# 14. Guidance and Support

## 14.1. Sources of general advice and information

Listed below are some documents that have been utilised for this report.

- The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities, Department for Education (May 2014) (*quotes used under Open Government Licence V2.0*)
- Building Regulations Approved Document M - Access to and Use of Buildings (2004)
- British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.
- DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005.
- Disability Discrimination Act 1995 and 2005, HMSO.
- British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.
- JMU Access Partnership & Sign Design Society - Sign Design Guide- A Guide to Inclusive Signage (2004).
- The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.
- Access Audit Price Guide, Building Cost Information Service, 2002.

## 14.2. Links to Legislation & Codes of Practice

- https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code-of-practice-a-summary/

## 14.3. Links to DfE Advice

- https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
- https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

## 14.4. Links to Support organisations

**Disability Rights Commission**
DRC helpline
Freepost MID 020164
Stratford-upon-Avon CV37 9BR
Telephone (0845) 762 2633
Fax (0845) 777 8878
Text phone (0845) 762 2644

**Radar – Royal Association for Disability and Rehabilitation**
12 City Forum
250 City Road
London EC1V 8AF
Telephone (020) 7250 3222
Fax (020) 7250 0212
Minicom (020) 7250 4119

**National Institute for the Blind**
RNIB Customer Services
PO Box 133
Peterborough PE2 6WS
Telephone (0845) 7023153
Minicom (0845) 585691

**Royal National Institute for Deaf People**
19 - 23 Featherstone Street
London EC1Y 8SL
Telephone (020) 7296 8000
Text phone (020) 7296 8001
Fax (020) 7296 8199

**Disabled Living Foundation**
380-384 Harrow Road
London W9 2HQ
Telephone (0845) 130 9177
Minicom (0870) 603

**British Dyslexia Association**
Switchboard: 0333 405 4555
Helpline**:** 0333 405 4567
Training**:** 0333 405 4565
https://www.bdadyslexia.org.uk/

## 14.5. Links to Medical information

- https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

## 14.6. Links to Suppliers of solutions

**NB** Equality Act Audits do not act for or on behalf of any suppliers or contractors. The suppliers listed here are merely indicative of the types of services available. School should undertake procurement of supplies and services with due regard to their own finance and procurement policies and procedures.