



Disability Equality Audit and Action Plan

Category:	Inclusion:
Approved:	Governing Body
Related policies:	Disability Equality Scheme; Equality Policy; Medical; SEN; SEND Information Report
Policy owner:	Lindsay Higgins
Policy model:	Compliance:
Review:	Every 3 Years (September 2025)
Version number:	1.0 – November 2022

NAME – The Limes Primary Academy

Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

Section 1: DISABILITY AWARENESS / TRAINING		1	2	3	4	Comments for school use
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X				Reach 2 Lead training; Training around Send Code of Practice, Regular staff training and surveys to plug gaps.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X				Individual support for teachers around identified pupils. Support from Advisory Services as Required.

Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? (see guidance notes)						
3	Do all staff seek to remove all barriers to learning and participation? (see guidance notes)	X				
4	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress? (see guidance notes)	X				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	X				

7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum? (see <i>guidance notes</i>)	X				
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8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work? (see <i>guidance notes</i>)	X				
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9	Do you provide access to appropriate technology for those with disabilities?	X				Physical aids and ICT as and when appropriate
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10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	x				Risk Assessments in place for individual pupils
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Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT? (see *guidance notes*)

11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x				School work SES services following the advice written in reports such a specific specialist text books etc.
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12	Do you have the facilities such as ICT to produce written information in different formats? (see <i>guidance notes</i>)	x				As and when appropriate
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13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities? (see <i>guidance notes</i>)	x				Parents can communicate in a variety of different ways on request.
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14	Is furniture and equipment selected, adjusted and located appropriately?	x				As and when required
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15	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	x			School continue to follow SES and other outside agency advise to meet the individual requirements of the pupil.
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Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? (see guidance notes) (please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)

NAME OF BLOCK (see AMP Data): Main School

16A	Number of teaching spaces in block (refer to AMP data)			16B	Number of those teaching spaces which are accessible:	
17A	Number of social spaces in block (see guidance notes)			17B	Number of those social spaces which are accessible:	

4a	GENERAL	1	2	3	4	Use Comments for school use
18	Are pathways and routes logical and well signed? (both internal & external)	x				
19	Do you have emergency and evacuation procedures to alert ALL pupils? (see guidance notes)	x				Would use Personal Emergency Evacuation

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						Plan (PEEP) for any individuals that needed one.
20	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				DIAL Audit is booked to ensure that that equipment is DDA compliant.
21	Do furniture layouts allow easy movement for pupils with disabilities?	x				
22	Are quiet rooms/calming rooms available to children who need this facility? (see guidance notes)	x				

4b	GETTING TO THE BUILDING	YES	No	N/A	Comments for school use
23	Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>	x			- 3 spaces available in the car park
24	Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>		x		- Flat entrance - Doors are wide enough for wheelchair access and visitors. - PEEP's will be developed as when required.
25	Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		x		No
26	Do all those steps have a contrasting colour edging?		x		- Contrasting colour edging to be ordered.
27	If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>			x	
28	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	x			
29	Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>		X		All visitors are required to call the school office to enter the building. Office staff are then able to come out to assist any persons.
30	If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>			✓	- Wheelchair accessible wide doorway but some visitors may need support opening front door but can access the rest of the area with this.

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
31	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>	x			
32	Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>		X		All fire exit doors are currently DDA compliant. Some internal doors assistance would be needed to enter or exit the internal doors following the front foyer. PEEP in place for pupils who

					may need a wheelchair which includes a designated adult to assist pupils or adults out of the building.
33	Do all the corridors have a clear unobstructed width of 1.2m?	x			
34	Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>	x			- DDA compliant
35	Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>	X			- DDA compliant

4d	VERTICAL MOVEMENT					
36	How many storeys in the block? <i>Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey (see guidance notes)</i>	a	b	c	d	
					x	

		Yes	No	N/A	Comments for school use
37	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>		x		Internal steps to be ordered
38	Is there a continuous handrail on each internal stair flight and landing? <i>(see guidance notes)</i>	x			
39	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>	x			Although lift is available all visitors unable to access stairs independently currently only have access ground floor until evacuation chairs have been purchased.
40	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i>		x		Evacuation chairs to be ordered on both stairwells.
4 1	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>	x			With assistance wheelchair users can use all fire exits

4e	SENSORY IMPAIRMENT	1	2	3	4	
42	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>	X				<ul style="list-style-type: none"> - Regular practice evacuation - Auditable alarms

43	Could any of the décor be confusing or disorientating for pupils with disabilities?				x	No
		Yes	No	N/A		Comments for school use
44	Is a hearing induction loop available (either fixed or portable) in the school? (<i>see guidance notes</i>)		<input type="checkbox"/>		x	Sound system would be purchased if a pupil with hearing impairment was to attend Limes.

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45	Does the block have a "Soundfield" sound reinforcement system?				x	
46	If there is a "Soundfield" system, in what area? (<i>please state here</i>)	No				
47	Do emergency alarm systems cater for those with sight/hearing impairment? (e.g. flashing light)	Lights flash and alarms go off during a fire alarm – PEEP would be provided for support those with sight and hearing impairment.				

School: Limes Primary Academy

Senior Member of Staff responsible: Charlotte Thompson

Governor Responsible: Laura Bales

Discussion with site manager Simon Donovan and SENCO