



ST MARY'S
CE PRIMARY SCHOOL

Accessibility Audit and Plan

Date audit review carried out 15.07.2026
Audit review carried out by Cara Bolton and Stephanie Awbery
Renewal date due (every 3 years) 1st April 2027

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1. Purpose of the Audit

This audit outlines the school's current position in identifying and meeting the requirements of the Equality Act 2010, with a focus on promoting accessibility for all our children, staff, and visitors through access to **accessible information, the physical environment (buildings, grounds) and curriculum participation**.

This document meets the requirements of schedule 10 of the *Equality Act 2010* and the Department for Education (DfE) Equality Act 2010: advice for schools

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2015)* 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the *Equality Act 2010*, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

This audit provides recommendations where current processes do not fully meet legislative requirements or best-practice standards. These recommendations may include physical adaptations to the site and revisions to policies and procedures.

All Schools are required to have an Accessibility Plan, which is made available on request, and should be updated every 3 years or sooner, where required.

This audit allows for reviewing progress against existing actions and identifying any new recommendations that emerge.

Evidence for this audit has been gathered from:

- The previous documented audit (January 2024)
- Fact-finding from a physical school visit (15.07.2026)
- A review of the information published on the school and Trust website
- Discussion with school staff
- Feedback from children, parents and visitors about how they need to be supported.

2. Limitations to the Audit

The information contained in this report has been developed using appropriate care and diligence, but no assurance is given regarding its accuracy. It is also expressly noted that the documents and information supplied for the audit have not been independently verified.

The content of this report is based on the information available and the access provided at the time of the audit. All recommendations and advice are informed by the evidence observed. While every effort has been made to accurately interpret current Acts, Regulations, and Approved Codes of Practice, only the Courts can provide authoritative interpretations. Implementing the recommendations in this report may help support compliance with the Equality Act 2010 and the Disability Discrimination Act (DDA), but does not guarantee compliance.

The school's capacity to address areas identified for improvement may be limited by various factors beyond the control or influence of the management and leadership team.

Existing buildings cannot be considered fully compliant with the Equality Act or DDA. Unlike new buildings, which must include features such as disabled access and accessible toilets, existing structures are expected to make "reasonable adjustments" to improve accessibility. Since the legislation does not prescribe specific measures, compliance cannot be used as a definitive measure of a building's accessibility.

It may not be feasible to inspect every occupied room during a school site visit. In larger schools, a representative selection of teaching spaces and staff or visitor work areas will be reviewed. Spaces not used for educational purposes, along with any rooms not accessed during the audit, are excluded from this report.

This report includes externally sourced images for best practice recommendations, which are provided for illustrative purposes only.

3. Contextual Information of the School

St Mary's CE Primary School operates within a rich geographical, historical, and community context that defines its identity in Burton Latimer. Deep-Rooted Foundations: Educational logs show formal schooling at St Mary's dates back to at least 1872. In its early days, local prominent figures and the Rector's family directly funded teaching materials like needlework threads.

Key Village Information

- **Location:** Positioned along the A6 road, roughly 3 miles southeast of Kettering
- **Amenities:** Served by two primary schools, including St Mary's CE Primary Academy right on the High Street.
- **Heritage:** Anchored by the 12th-century St Mary the Virgin Church and rows of traditional, mellow ironstone houses that trace back to its village roots

Public Transport

Public bus transit through the town is primarily operated by Stagecoach Midlands, running directly along the High Street corridor:

- **Route 48 (Kettering ↔ Wellingborough):** Operates hourly, connecting Burton Latimer to Barton Seagrave, Finedon, Irthlingborough, and Wellingborough.
- **Route 50 (Kettering ↔ Bedford):** Connects the town southwest to Rushden Lakes, Rushden, and Bedford. Peak variations like the **50A** and **50S** offer enhanced commutes for workers and students.

- **Key Central Stops:** Centrally located stops include Churchill Way, Orbit Mews, and Meeting Lane, placing commuters a short walk from St Mary's CE Primary School.
- **Nearest Train Stations:**
 - While Burton Latimer does not have its own active railway station, residents utilise two nearby stations situated on the Midland Main Line:
 - **Kettering Railway Station:** Located roughly 4 miles north, providing direct East Midlands Railway services to London St Pancras International, Leicester, Nottingham, and Sheffield.
 - **Wellingborough Railway Station:** Located roughly 6 miles south, offering additional main-line links and local commuter connections.
- **Air:** Burton Latimer and the surrounding North Northamptonshire region do not host a commercial airport, meaning residents rely on regional international airports reachable by road or rail.
 - **Birmingham Airport (BHX)** Located roughly 55 miles west via the A14 and M6, offering extensive **global flights and accessible directly by East Midlands Railway connections from Kettering station**
 - **London Luton Airport (LTN)** Located approximately 50 miles south via the A6 and M1, functioning as a primary hub for low-cost European carriers.
 - **East Midlands Airport (EMA)** Located about 53 miles northwest via the A14 and M1, serving as a major domestic and international transit alternative.

St Mary's CE primary school is situated in the middle of the town.

Address: High Street, Burton Latimer, Kettering, NN15 5RL

Location details: St Mary's CE Primary School is located centrally within Burton Latimer, positioned directly on the High Street.

Parking and Access: Access from the main entrance on High street. Parking is available onsite with limited spaces in the school car park for visitors that need access to the disabled parking facilities. The school has good sized outdoor spaces including a playground and field accessible directly from the rear of the school building. The school is built mainly on one level, although does have a second floor in the rear building. Most areas of the school are accessible.

There are good pedestrian routes around the site.

Limited parking is available for staff and there are two disabled parking spaces available for visitors in the car park at the side of the school building.

Pupils on roll	288	One and half form entry year entry (45 per year)
PAN	315	30
All year groups full?	No	Year 5 47.
Pupils with Special educational needs	60	20.5%
Pupil Premium	73	23.7%
English as an additional Language (EAL)	37	12.9%

Our school vision, underpinned by Christian values, enables each child to flourish within a creative curriculum in order to develop confidence and curiosity through high expectations. It widens horizons and raises aspirations within a Christian community, which celebrates and respects everyone's uniqueness.

“Everything is possible for one who believes”
 Mark 9:3

3.1 Special Educational Needs Co-Ordinator (SENCo)

Cara Bolton is the SENCo at the school, having been appointed in September 2025. Cara Bolton works full time at St Mary's primary school has 0.5 teaching commitment in the sunshine room, is the Deputy Principal and Inclusion Lead and has a good understanding of the SEND needs within school to ensure this remains a high priority.

An Accessibility Audit of St Mary's CE Primary school took place on 15th July 2026, in order to update the plans for the school and determine a course of action necessary to support our pupils. This visit was also used to review any actions from the previous accessibility plan.

The audit was carried out in conjunction with the Assistant Headteacher (Cara Bolton) with additional information utilised from the school website and discussions with staff.

The Audit describes accepted best practice where appropriate and makes recommendations to improve the accessibility to information, the site and curriculum.

Actions since the previous Audit:

- CPD to develop staff understanding of high-quality whole class provision

These targets were in place to reflect a pupil's level of support need at the time of writing.

The updated Accessibility Plan details recommended improvements to be made over time. Although updating the Accessibility plan is an on-going process, a further audit will be completed in one year (April 2027) to identify additional progress made and next steps to further promote accessibility.

4. Accessibility Plan

This plan summarises the development priorities in the three areas specified by the Equality Act:

accessible information, the physical environment (buildings, grounds) and curriculum participation.

Our school is committed to working with our families to make reasonable adjustments that enable every child to take part in all areas of school life and to eliminate barriers to learning.

The main priorities in our accessibility plan focus on:

- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled
- Improving the accessibility of the school's physical spaces to support disabled children and young people in engaging with their education and associated services
- Increasing the extent to which disabled children / young people can participate in the school curriculum.

St Mary's CE Primary School will monitor the implementation of the plan and will carry out on-going reviews of the access needs of the school.

Feedback from pupil, parents, visitors to our school, and external agencies will be sought as part of the review of this audit. Any feedback received will be considered, when devising the next accessibility plan for our school due in 2027.

Schools to populate this table in conjunction with the Head of Estates, after completing an accessibility audit.

	Focus / Objective	Action	People Involved / Responsible	Interim solution	Timeframe	Budget considerations	Outcome / Review Evaluation
Short Term	Staff development	All staff to complete Equality and Diversity Awareness training to support gaining a wider understanding. If needed the school can provide support to access the online training	SENCO / HT	Briefing for staff of pupils that need support	Nov 2026	N/A	Knowledge and understanding for supporting disabled children has improved
	Access to information	An accessibility tool to be added on the website	Operations	Paper copes available from the office, that can be enlarged	2026-27	N/A	Safeguarding information more accessible
	Signage	Roadside markings to be refreshed	Report to North Northamptonshire Council using the <u>North Northamptonshire Highways Online Reporting Tool</u> . This system tracks defects, including faded or missing road markings.		October 2026	N/A	Signage promotes safety to all visitors and is accessible
	Sense of belonging	links with community social groups and community initiatives to be created and developed	HT / SENCO	Utilising Curriculum links to community in lessons	January 2027	N/A	Sense of belonging in school is strengthened

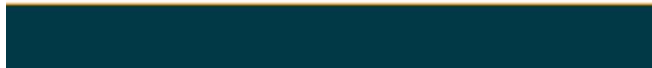
5. Audit Outcomes

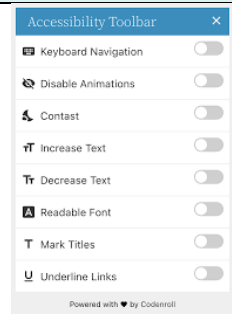
PDET Schools Audit Outcomes	Notes
Compliant	An effective approach that promotes accessibility for the vast majority of children, staff, and visitors.
Improvement recommended	The practice could be improved to better support accessibility for pupils, staff, and visitors.

6. Site Information

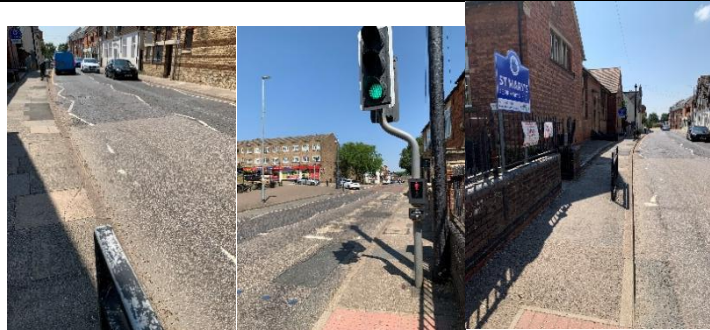
PDET Schools minimum Expectancy	Notes
All schools must have LED lighting throughout, including external access areas	Additional lighting will be installed by PDET if required
All changes in levels, steps, and ramps must be clearly marked at least once annually	If further visual enhancements are necessary, adjustments will be made, where reasonably practicable
All internal flooring must be secure and free from trip hazards. Damaged areas should be clearly marked and repaired promptly	

7. Accessible Information

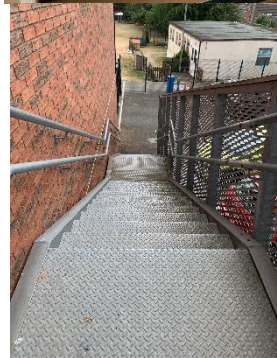
Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Staff training on equality and disability	- The majority of staff staff have some understanding of how to support a child/visitor with their needs - Medical training is sourced for individual children, where needed, for example diabetes, Epipen training which has been provided and updated for relevant staff. This is provided by NHS specialist Nurses. - SEND CPD is offered through ongoing meetings with staff and weekly TA SEND meetings (who have an awareness of our vulnerable children). Provision Map training, Ofsted framework and inclusion in practice, Pupil Passport quality assurance - Updates on SEND reviews and parent meetings are timetabled throughout the year to ensure they are consistently addressed	Improvement recommended	All staff to complete Equality and Diversity Awareness training to support gaining a wider understanding.	PDET Equality and Diversity Training Equality and Diversity Training Course for School Staff Title: Equality and Diversity Course Structure Duration: 20 minutes Format: Self-paced learning with assessment 
Staff knowledge of support technology and supportive strategies for assistance	- Staff are trained to use specific technology for individual children, where needed. Eg A visualiser/IPAD, Chrome books, Radio Mic, which is readily available to all staff in the classroom - Most staff have good experience working with children with both vision and hearing impairments. The Sensory Impairment team visits school every term to support and to revisit training for identified children, with a care plan, when there is a pupil identifying with a need - Translators can be used to support parents to converse, where needed - Where needed, support strategies and good practice is shared and reinforced through whole staff training and resources are available for staff to access. Staff would contact the SENDCo for individual support, if this is needed.	Compliant		
Arrangements for providing adaptive materials and resources e.g. large print, digital	- This is provided as required, when pupil are identified as having support needs - There is currently one child with a visual impairment who is supported with adapted materials and resource - Advice and support are sought from the sensory impairment team, where needed, to ensure staff are suitably skilled. - Enlargements can be made using the Interactive whiteboard in classrooms and pupils IPAD tool. - Sign language is used a tool to support children, 'hello and goodbye' and sign of the week.-whole school learning around this is ongoing - The use of Pictorial representations is utilised, where appropriate, eg Toilet image for a child, used to support a story in a book. - Staff can provide enlargement of any school information / policy, if needed for visitors and use tools such as google translate to help parents or visitors with English as an additional language. Different coloured paper, electronic or paper copy are also available and offered	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Website and social media platform communications	- The website is clearly organised and has headings to support content organisation. - Information, documents and policies can be found easily. - Policies relating to SEND access and the SEN information report are available. - The website colour schemes and contrast have been considered with care and forms have been designed for accessibility, with support options available.	Improvement recommended	Recommendation: An accessibility tool on the website (see good practice example).	
Complaints Procedure	Current policy uploaded to the school website. Enlarged paper copies available on request.	Compliant		

8. The Physical Environment (Buildings and Grounds)

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Access leading to site, including public transport routes	- Road markings at the front entrance form part of the pedestrian crossing located directly at the school gate - This footpath to the school site is separate to the vehicle access - There is a public transport routes, namely a bus, directly into the town - The access to the car park is wide and clear.	Compliant	Road markings for pedestrian crossing are worn and missing, to be refreshed	
Disabled parking facilities	There are 2 disabled parking spaces on site for staff or visitors via the side car park accessed via the cul-de-sac to the right of the school building	Compliant		
Main Entrance	- Entry to the front of the school is adjacent to the main road - Inside the front entrance the reception area has an accessible desk for visitors to sign into school. - The front door has a colour contrast handle - Door threshold is colour contrast	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Other access areas	- School has vehicle access for deliveries and or Ambulance access. - The pupils can access this side of the site, via a side gate into a coned off area within the car park. Cars are not permitted to park/manoeuvre in this area	Compliant		
School perimeter	Entire school site is surrounded by high security fencing	Compliant		
Signage	Clear signage is used to show emergency evacuation points, and accessibility support. All signage has a light background and dark font and is height appropriate.	Compliant		
General site areas	All walkways and doorways are kept clear of obstruction, tidy, and have appropriate lighting.	Compliant		

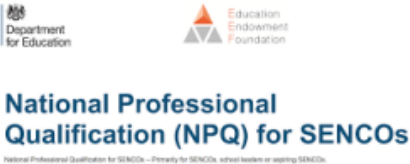
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
Ramps	- The site is all set on a range of levels, spanning a sloping playing field, and a two-storey main building. - There are some low sloping ramps across the site to ensure a smooth transition from one area to another	Compliant		
Steps / Stairs	- The front building of the school is a ground floor building with some low ramps. - There is a wide set of stairs with a double return to allow person to access the first floor classrooms on foot. The steps are coloured contrast with the front edge - There is an external flight of stairs for emergency exit on the second floor - There is a lift at the far end of the ground floor corridor in the rear building, to gain access to the first floor, for persons with mobility support needs - There is one steps at the front of the building from the main road, to access the front entrance, with a gradual slope to the main front door - Exits are available at the rear of all classrooms via a small lip on the threshold. - When appropriate, Fire Marshalls are named on identified pupil PEEPs.	Compliant		 
Toilet facilities	- The school has two identified accessible toilets. One near the front office and another in the rear building near to EYFS - The toilet is uncluttered and ready for use - Accessible toilet is used by both staff and pupils - Accessible toilet has clear signage	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
Medical facilities	- There is a first aid room that also stores medical equipment. First Aid is administered near the classrooms or in the main First Aid room, and privacy and dignity are considered when supporting a child. - The area is ready for use, uncluttered and accessible. - There is a first aid couch located in this room for intimate care, should this be needed - Defib machine is stored in the staff room at an accessible height	Compliant		 
Teaching spaces	- All classrooms are regularly checked to ensure they are uncluttered, and easily accessible - Areas around the whiteboard / teaching space is uncluttered to avoid overstimulation and support focus - Opportunities to maximise the use of natural lighting and sound absorption are utilised- acoustic boards and window blinds/curtains are in place across the school, in classrooms and the school hall to support light disturbances and noise overwhelm - Teaching / learning opportunities are provided at an accessible height so all pupils can access.	Compliant		 
Social spaces	- There are identified areas within school to offer social spaces to support positive interactions and inclusion of all, both inside and outside of the building. - Buddy bench is used to support social interaction whilst playing outside	Improvement recommended	Recommendation of links with community social groups and community initiatives to be created and developed (Opportunities for children to develop	

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
	Smaller areas are around the school to give pupils quieter areas to talk away from the main classrooms		sense of belonging within the community to be further explored)	
Lunch area	- Pupils have cooked dinner and packed lunches and are seated in the hall, which you can enter from the main corridor. All classrooms are accessed directly into the hall area - The serving areas is at a height that can be accessed by a wheelchair user. - The tables are appropriate to allow both wheelchair users and non-chair user to access. - The area around the hall during lunchtime is clear and uncluttered - Different size cutlery can be available for identified children, and adapted cutlery is available, as needed. - Where adapted cutlery is needed, an angled or a firmer grip is given to allow all children to grip the handle securely, to support all children to be independent. The pupils are encouraged and supported to use these consistently by the lunch staff.	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Doors	- There are some double doors across school, at key points, which open widely to allow easy access via an automatic sensor system. - All door handles are at an accessible height, although the higher handles are in place for safeguarding purposes - All doors are clearly signed as fire doors, where appropriate - Transition areas between classroom and corridors around the site are kept clear and unobstructed to support pupils and visitors with any visual/physical impairment. - All door thresholds around school are flat and colour contrasting	Compliant		
Emergency Evacuation, Rescue space and lockdown procedures. PEEP	- Identified staff have experience of supporting children with evacuation needs, where there is a plan in place. - Identified children have PEEPs to support safe evacuation and risk assessments. There are currently 2 PEEPs in place - These are formed as part of a co-production with children / parents / carers to ensure all children feel safe and supported. Advice taken from Sensory impairment team for recommendations for evacuation for identified pupils - Staff have annual training on emergency evacuation and the pupil's plans are reviewed each year and at induction and their roles within this and identifies appropriate Fire Marshalls for this role - Lockdown procedures are in place, and all children's support / access needs are taken into account when planning refuge - All children have had opportunities to practice their 'Fire drill' evacuation procedures and is this practised termly and at different times of the day.	Compliant		

9. Curriculum Participation

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Suitable qualifications / experience of staff	- The SENCo is qualified with NASEN SEN qualification and has experience in both teaching and supporting children with additional needs - All staff receive annual updates on SEN support for relevant children in addition to on-going relevant CPD training for support staff depending on the needs of the children. - SEND support and child updates are a shared with staff on a needs basis to ensure all staff are suitably updated and informed.	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
School leadership and staffing deployment	• Our SEND provision forms part of the Academy improvement plan (AIP) and is regularly discussed to seek improvements. The SENCo is in school full time, and works well together with the Headteacher to inform regularly to inform direct decision-making and ensure timely processes around SEND and support for a child, to include staffing allocation and funding to support this. • Where additional support is deemed necessary to support a child to progress the SENCo will consider the schools provision map and staffing allocation and possible funding streams that might be needed. A provision Map is in place to review the quality of the provision.	Compliant		
Admissions and Transitions	• Peterborough Diocese Education Trust (PDET) are responsible for admissions for our school. All places are allocated in accordance with our Admissions Policy, which is available to view and download on the school's website. Children are supported with transition meetings prior to starting at the school where appropriate, to ensure a smooth, safe and supported journey into our school. Visits are encouraged to our school. The children commencing Early Years have a Nursery, childminders etc. visit with the EYFS Lead and SENCo as part of the transition process, then the parents come for a meeting to discuss the child's support needs. Meetings are in place for all children and parents and a 'stay and play' session is also offered. • Gradual introduction transition is arranged over morning or afternoon session with the parents, and by the start of the second week they are fulltime. • Social stories are shared with all new parents of the school environment • Pupils with an EHC are given additional meetings to ensure the transition is smooth • Transitions are supported by our school staff having a good relationship with our feeder schools to be able to liaise with them early on in the child's journey, to the next stage of their education, with Latimer Arts College , KSA, Bishops, Southfields and Huxlow) being nearby and St Mary's have a close relationship with them all) . • Close working relationships with feeder schools support a positive transition and ensure that the children's needs are supported in readiness for their arrival, which supports to alleviate any fears or worries about them moving on. • Our school also works with the parents from the Pre-school settings, so the relationships with the children and parents begins early, to gain a good understanding of future children's needs and how we can best support them. This helps with our future planning.	Compliant		
Safeguarding	• All children are safeguarded in accordance with our Safeguarding policies, which are available to view on our school's website. Pupil voice is also gained via pupils being represented on school council and Eco committee. All staff receive safeguarding training and national updates annually with additional termly updates throughout the year. • Local Safeguarding partnership 'Teabreak guides' are shared in the staff meeting fortnightly, this is then shared with TAs and the kitchen staff, although they are not directly employed by the school. • Any SG training would be revisited after an incident. • The school site is secured by a secure fencing.	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	- Regular staff updates for re-caps on who the children are allowed to go home with. - Any member of staff can still use a form for SG concerns if technology is a challenge, or visitors to the school, eg club providers - Visitors to the site can enter via the main entrance where they are expected to sign in and be given a safeguarding leaflet and an ID badge, clearly identifying them as a visitor. (Green lanyard is used to signify a person as a contractor, and Red for visitors.) - Visitors without a current DBS certificate will be accompanied by a member of staff throughout their visit. Unknown visitors are asked for DBS and ID to show individual identity. - Where large groups enter school eg for a parent session, they would sign in at reception, and would be escorted by staff members throughout.			
Pupils with Medical and / or Health needs	- Children are supported with a transition plan on joining the school, where we are informed of any medical/health needs eg inhalers/Epiens are kept in the classrooms-The medical devices are kept in the classroom in the cupboard above the sink, so they are easily accessible if needed. - An additional box for medicine is kept in the front office, locked for safe keeping. Where pain relief is used, all parents sign to give permission. If this has been given this is communicated to the parents so they are aware. - Where support is required, an Individual Health care Plan (IHP) is put into place. These plans are co-produced with parents/carers and medical professionals involved in the care of the child. The support needs of the child will be clearly identified in the plans. These plans will be reviewed on a regular basis and will be shared with the relevant support and teaching staff when they transition into their next class. External agencies are utilised to support our children to include a close working relationship with the NHS and OT. There is a wide range of services that work with the school when needed, to include; the sensory impairment team, disability team, Diabetes team, Allergy and Epilepsy team, Bowel incontinence team. The child's care plans are updated as per their expertise.	Compliant		<pre> graph TD A[School is informed that child has new diagnosis, to attend new school, due to return to school after long absence or that needs have changed.] --> B[Headteacher (or delegated staff) co-ordinates meeting to discuss child's medical support needs and identifies member of staff who will provide support to pupil.] B --> C[Meeting to discuss and agree on need for IHP to include key staff, child, parent, relevant healthcare professions and clinicians (or written evidence).] C --> D[Develop IHP in partnership—agree who leads. Input from healthcare professional must be provided.] D --> E[School staff training needs identified.] E --> F[Healthcare professional commissions or delivers training and staff signed-off as competent, review date agreed.] F --> G[IHP implemented and circulated to all relevant staff.] G --> H[IHP reviewed annually or when condition changes and parent/healthcare professionals initiate review.] H --> C </pre>
Pupils with Special Educational Needs and/ or Disabilities	- Children are supported with their individual needs, and are provided with tools and resources to support them. Adjustments in the classroom are made on a case-by-case basis to support them, often from conversations held with the child on how they like to be supported. Pupil passports are updated with these support needs. - When adjustments are made, these are reviewed regularly so we can be pro-active in adapting the support in a timely manner. - The pupils are supported to choose if they require additional resources to support them e.g. wobble cushions, Pen grip, coloured overlay, sloping boards, to be seated near a window or door, access to a higher chair or table - Dyslexia friendly boards are in all classrooms and the staffroom.	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Pupils that are young carers	St Mary's CE primary are not currently aware of having any young carers in school. Where possible, Pupils would be supported through pre-agreed flexibility or different arrangements for our young carers when it comes to: • Deadlines for work/practical tasks • Punctuality and attendance expectations – for example, a pupil is supported by agreeing to start school 10 minutes late if they need to drop off a younger sibling, and make time for them to catch up on missed learning at other times in the school day • Phone use – for example, allow a pupil to call their parent/carer during lunchtime • Access to a breakfast in school and are actively asked if they would like • Behaviour expectations and sanctions – for example, allow a pupil to attend detentions/time out at lunchtime rather than after school • Allow the young carer to take a break from the classroom if they are feeling angry and/or upset • The young carer is supported through an identified (chosen by Child, (or someone they know really well in their class) trusted adult in school who understands their situation and who they know they can go and talk to at any time, especially if they're having a difficult time. The child is supported to have as much time as possible during the school day to: • Play and have fun • Socialise with other children their own age • Relax and be free of responsibility Consideration is also given to them having extra play time, running play interventions or giving them extra time to work on projects with their friends.	Compliant		
Educational visits co-ordination (EVC)	• All off site school visits are planned as part of the school annual planner. During the planning stage The Educational Visits co-ordinator (EVC), Sarah Reynolds and Tracey Sanders ensure the visits are inclusive for all. Some visits may need to have some adaptations included, and where possible the visit will be designed so everyone can participate fully. • Where families can't afford the trip, the school can arrange payment instalments or make arrangements to fund this • Where trips costs are prohibitive, the school will make the decision to choose another trip that would be more inclusive. • Individual health care plans and risk assessments will be consulted in advance of each visit to ensure that all safety precautions are taken and considered. The Plumsun online platform is used for risk assessments. • EVCs are trained to risk assess the child as per their individual needs. Plumsun is used to record the assessments.	Compliant		
Supporting pupils to access the curriculum	• All areas of the curriculum should be available to children regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity is used for all children. • The school provides support to all children to enable them to successfully access the curriculum and show individual progression from their starting point. The curriculum provides opportunity to explore and discover the world around us and develop an understanding of how we	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	are part of this world. The opportunity is provided by a variety of mediums to include practical, theory, creative application and through artistic expression • The school uses 'Quality first teaching' (QFT) to promote learning and improve outcomes for all, and use of modelling, scaffolding and adaptations with increasing precision to support our children. The use of Rosenshein principles and 'Think, Care Share'. • We work within the frame – 'If we get it right for SEND, we will get it right for all'. • The children are supported by questioning them and checking they have understood what is being asked of them and what has been taught, for example by using 'What have you understood?' • Ensuring pupils are given thinking time' when asking questions to allow them to have 'take up time' supports them to be able to verbalise their thoughts and understanding • Tailoring resources to support access to the curriculum, to include examples of people with disabilities. Sensory equipment is available throughout the day, and sensory circuits are accessible at the beginning of each day to support the transition into the daily routine • Review of the curriculum to ensure it is inclusive is undertaken as changes are made, or it is identified that the curriculum is not accessible for all, so no-one is excluded • The children are expected to make the right progress for them, not just academically, but socially and emotionally too. Where the progress is recognised that is not at the rate that would be expected, conversation with the LA about support and meeting the child's needs would be discussed. • The progress of children with SEND are monitored regularly via provision map and 'pupil progress meetings', where targets to see who is on track to see if any adjustments need to be addressed • Specific staff training is provided to improve access to the curriculum, where required • Where appropriate, the school purchases books with large print for class work and assessment, writing slopes, high stool / desk, pencil grips, or adjustable desks and chairs • Physically disabled children may use powered wheelchairs or large support equipment in such cases our school would plan to ensure access for larger equipment users in accessing the school site and curriculum as part of the Estates Planning Process (see Flowchart of Estates planning process, section 10).			

10. Flowchart of Estates Planning Process

