

Accessibility audit checklist

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors who have disabilities, both inside its buildings and on its grounds.

This audit is designed to be used by governors and will be carried out on an annual basis. It comprises three sections: access to the curriculum, access to the physical environment, and access to information. Each question includes an area for governors to write the school's response, any further comments needed, and what evidence there is for the school's response.

The first page – recommendations – provides space for governors to write any recommendations that should be carried over to the school's accessibility access plan. Additional pages may be printed if the governor's recommendations do not fit on one page or various areas of the school, e.g. early years programmes attached to a primary school, are being audited separately.

While conducting this audit, governors should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Accessibility audit checklist

Name of school	St Joseph's Catholic Primary School, Banbury
Date of audit	July 2026
Audit completed	9th July 2026
Role	SENDCo
Signature	<i>Mrs S Lenihan</i>

The accessibility action plan

This section asks questions about the school's accessibility action plan and any changes implemented since its last audit. Where you have indicated 'no' to a suggested action, you may wish to explain your reasoning in the comments section.

Question	Comments	Evidenced by
What changes to accessibility has the school made since creating its most recent accessibility plan?	Continual improvements to the outdoor education provision, including curriculum enhancements to promote engagement and interest e.g. allotment; secret garden; prayer garden. The school engaged with the LA Special School Outreach programme to support the continual professional development of staff and has been awarded Local Authority funding for its Enhanced Provision. The funding bid has resulted in the recruitment of a qualified teacher to sustain improvements in this provision and ultimately share good practice school wide to further develop Universal Provision. Additional improvements have been made to increase parental access and engagement with the	Ofsted inspection May 2025 LA funding allocation for Enhanced Pathway. Outdoor education staff training log. Case Studies of Pupil Progress in relation to the Enhanced Pathway-demonstrating progress to EHCP outcomes and increased participation of pupils. DOJO messaging logs. Insight SEND External Audit

	introduction of DOJO which translates school messages to the home language of pupils.	
If any changes outlined in the accessibility plan have been denied or rejected, why is this?	N/A	N/A
How does the school keep to the recommended timeframes outlined in its accessibility plan?	Senior Leadership meetings are weekly for monitoring purposes. PFMAC inclusion lead works closely with the school SENDCo on a minimum termly basis for monitoring purposes. St Joseph's utilises the Local Authority SEND Evaluation Tool and aims to review progress towards judgements on a termly basis. The school utilises the Enhanced Pathway Standards framework to support the actions towards greater accessibility for pupils.	SLT meeting minutes Inclusion Lead PFMAC-summary minutes Self-evaluation tool Reflections against standards framework
If any timeframes outlined in the accessibility plan have been changed or extended, why is this?	There have been no adjustments to original timeframes outlined in the Action Plan. However, due to the recent higher-than-average number of pupils on reintegration timetables, key resource areas (Sunshine Room/link room in EYFS) have not been adequately accessible for development work since Sept 2025, as these have been allocated for alternative provision for 1:1. This has resulted in further development paused until specialist placements agreed by the LA have been secured for pupils.	Reintegration Timetables Alternative Providers log EHCP Outcome planning

Access to the curriculum

Question	Comments	Evidenced by
How do staff adapt lesson plans so that all pupils can participate and reach their full potential?	Adaptive teaching with reference to the Ordinarily Available toolkit, the LA Inclusive Support series and the evidence-based guidance from the Education Endowment Foundation. Tailored resources matched to pupil needs e.g aided communication boards Neuro-affirming, disability and cultural diversity representation in resourcing evident in lessons.	The graduated response is documented within Pupil Profiling-demonstrating adaptations and progress to outcomes. Assess, Plan, Do and Review records held by the SENDCo following pupil observation and lesson observations. Learning Walks-including with the PFAMC lead SEND Evaluation Tool (LA) Curriculum planning monitoring by the SLT Performance Management aims/targets
How does the school ensure that all pupils have access to extracurricular activities?	Ensuring that all reasonable adjustments are made to ensure the Universal extracurricular activities are accessible to all, including sensory considerations and the provision of supportive tools for regulation e.g. ear defenders, fidget items. Ensuring that additional and different action is taken to increase successful participation e.g. using social stories to pre-teach pupils. Purposeful planning at design phase of timings, environments and activity to encourage greater participation and access.	Pupil log of participation Assess, Plan, Do, Review records of parental engagement for coproduction of access planning Local awards of successful participation
How does the school make sure all pupils with SEND are able to participate in school trips and activities?	Where reasonable adjustments (outlined above) cannot be made, additional and different offers are facilitated e.g. small group trips with the provision of a higher adult-child ratio	Celebration books of additional and different trips Risk Assessment logs and trip planning to anticipate where further adjustments are required.

Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils?	Yes	
[Schools with entry exams only] How does the school ensure pupils with SEND have equal admission opportunities when taking entry exams?	N/A	
How does the school enable all pupils to have access to the full curriculum without hinderance?	Careful consideration of peer match. Ensuring access arrangements within adaptive teaching are anticipatory.	APDR cycle held by SENDCo Pupil Profile outcome planning Intervention Logs Monitoring of CPOMs to identify potential barriers to curriculum inclusion.
What does the school put in place to ensure that all pupils feel secure, make progress and reach their full potential?	Relational approaches e.g. PACE are adopted A sense of belonging and community are actively fostered-each class has a Saint, including the Upper Room, pupils are mission leaders and happy helpers encouraging the development of a sense of autonomy, influence and community participation. Keyworkers assigned to those with the greatest vulnerabilities. Established rituals, routine to ensure the school day is held by 'certainty'. Ensuring pupils are regulated before demand is placed.	Learning Walks/lesson observations Monitoring of CPOMs to for Antecedents to any challenging behaviours
How does the school make sure pupils with SEND can participate in physical activities in the curriculum?	The use of Corefulness programme, sensory circuits and Occupational Therapy 12-week programme (advice and guidance) to target and develop core stability for those children with hypermobility, weak core strength or coordination difficulties, in order to	Curriculum planning Involvement of external services.

	develop the physical stamina and strength to fully participate in the physical aspects of the curriculum. An increase in active curriculum and outdoor learning to ensure daily physical activity. Referrals to Health and the school nurse where there are concerns around physical health or development, including referrals for parental support to encourage more healthy lifestyles when lifestyle choices are becoming a barrier to participation.	
How does the school make use of its teaching assistants when supporting pupils with SEND?	Supporting teachers (not replacing) teachers in the implementation of adaptive teaching within lessons e.g scaffolding the learning in both planned and responsive ways Targeted 1:1 and small group work Evidence based interventions e.g. precision teaching Creation of adaptive resources-visuals and social stories Support for Positive Behaviour Plans Support for Personal Care Plans 1:1 Tutoring for those on alternative provision and reintegration timetables Intensive Interaction and May I Join you approaches Explicit teaching of classroom rules/routines for identified children Keyworker roles for EHCP children Informing the evidence base for diagnostic assessments through targeted observation or assessment work.	Curriculum Planning Learning Walks Book looks/work scrutiny Lesson Observations Performance Management of TAs

	Supporting access arrangements for class room work or formal tests e.g SATs, Task Management Checklists Daily reading support Overlearning and pre-teach opportunities	
How does the school include all pupils in group work and class work?	Not an exhaustive list: Through planning differentiated curriculum and resources. Careful peer match. Flexible seating arrangements. Move it/Calm it offers for those with regulation challenges. Crisp, clear and concise language for explicit instruction. Visual aids and concrete apparatus	Curriculum Planning Learning Walks Lesson Planning Work Scrutiny
How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?	Actively increasing the cultural capital through additional activities children may not ordinarily access, e.g. ballet. Frequent planned weekly music workshops and termly specialist visitors to school, e.g. authors	Curriculum Planning Learning Walks Lesson Planning Work Scrutiny Celebration books and photographs
How does the school involve and support pupils with SEND when participating in discussions and giving presentations?	Consideration is given to the child's preferred communication style e.g. if pre-verbal aided communication boards are utilised. Teachers have been trained to consider processing time for receptive language with the pause for 8-10 rule before expecting responses. Where possible leaning into the child's strengths is utilised, e.g. using their own interests to encourage communication.	Curriculum Planning Learning Walks Lesson Planning Work Scrutiny Celebration books and photographs

How does the school ensure that pupils with SEND have access to online learning materials and IT lessons?	Curriculum planning. Pre-teaching to ensure that children have the required skills to access.	Lesson and curriculum planning.
How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons?	Continual professional development through staff meetings.	Weekly minutes
What learning resources does the school provide for pupils with sensory impairments?	Sensory Room Sensory Garden Visual supports Involvement of SENSS advisory service Use of Technology e.g. speech to text Use of keyworker support to scribe/check understanding etc.	Curriculum Planning Learning Walks Lesson Planning Work Scrutiny
How does the school support pupils with disabilities that affect numeracy, literacy and speech?	Adaptive teaching as above. There is a specialist TA to support teachers in implementing the advice of SALT (creating resources, monitoring progress). The TA liaises with SALT and the SENDCo to monitor progress, completing blocks of direct 1:1 work where needed. Spirals and Talk Boost within Nursery and Reception-supports speech and develops learning behaviours. Following the advice and guidance of advisory support services where there is involvement Co-construction of Pupil Profiles with parents to ensure needs are fully understood Careful diagnostic assessment to ensure the next steps are identified (BRISC, Renfrew, BPVS,	Advisory Service Reports Diagnostic assessment documents APDR logs by SENDCo Intervention Logs

	Sandwell) so planning is suitably incremental and developmentally appropriate.	
How are staff trained to meet the needs of all pupils?	A broad range of continuing professional development, within staff meetings, and including outside agencies-e.g. Educational Psychology and Special School Outreach Varying timings of training to include in school time workshops so TAs can access Utilising online training offers where appropriate PFMAC sharing of good practice, with cross school collaboration of CPD.	Meeting minutes Professional development training log PFMAC training
How does the school ensure it communicates effectively with pupils and parents with sensory impairments?	Adapting the means of communication, e.g. providing visual supports to supplement spoken language. Through the Pupil Profile x 3 termly review cycle with additional check ins and meetings if needed. Encouraging advocates to attend meetings to support parents.	
How does the school seek feedback about accessibility from pupils, parents and staff?	Consultation meetings with SLT	Consultation meeting minutes.

Access to the physical environment

Question	Comments	Evidenced by
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care?	Disabled toilets and changing facilities-including showers.	Physical Environment audit.
How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?	Ground level building with sufficient entry points to access all areas. Transition earlier to activities held in different parts of the building.	Physical Environment audit
How does the school make sure that pupils with hearing impairments are not put at disadvantage or risk, e.g. being notified when the school bell rings?	No bells for lesson changes. Key adult check-ins. Flexible seating so near teacher. Provision of visual/gesture supports in timely ways.	Seating plans. Pupil Profile planning
How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?	Accessible for wheelchair users, wide doors, wide corridors, Lanyards with fobs, Disabled toilets are at points across the building.	Building plans
How does the school make sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?	Addition of blinds for flexible adjustment to lighting. Ground level building, wide corridors, wide doors, painted lines to highlight edges, suitable flooring.	Physical Environment audit
What measures are in place to ensure that pupils with difficulty reading or EAL understand signage on the premises?	Visual support for messaging, to reduce the reliance on fluency in reading or English.	Physical Environment audit

Car park and school grounds

Question	Comments	Evidenced by
----------	----------	--------------

How does the school ensure carparks and access and egress routes are clearly identified?	One entry point to main car park, highly visible from road with banner signage.	
What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?	Caretaker and maintenance staff monitor key access routes to ensure safe use, adjusting routes if needed. Health and Safety Audits are regular and monitored externally to ensure slips, trips and falls are eradicated by design.	H & S Audits
How does the school make sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre?	Doors have two-part opening to widen further if needed. Corridors are wide. Keyworkers are made available if further targeted support is required.	Physical Environment audit
How does the school keep access routes from being misused?	Daily site monitoring by caretaker.	Logs
How does the school make sure access routes are free from obstructions?	Daily site monitoring by caretaker H&S in staff meetings	Logs/minutes
How does the school make sure that access routes are adequately lit?	Strategic lighting, ensuring compliance with safety legislation and rigorous testing of schedules documented. Arrangements in place for unexpected power shortages.	H&S logs/audits and monitoring
How does the school keep access routes free from snow, fallen leaves and litter?	Daily site monitoring and action taken to address issues like removal of leaves	H&S logs/Audits and monitoring

External ramps and steps

Question	Comments	Evidenced by
Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?	Fixed-one to main reception from main gate.	Physical environment audit

If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?	N/A	
Do the ramps have handrails on one side, both sides, or none?	none	
If the school does not have handrails on its ramps, why is this?	Alongside fencing which is an over 25 metre distance and handrails would then block emergency services who need to access gates in fencing.	H&S logs/audits Fire Safety and emergency service audits and access arrangements
How does the school keep the surfaces of its ramps slip-resistant?	Seasonal maintenance as required by monitoring daily.	
How does the school keep the ramps adequately lit?	Overhead lighting, lighting on the fence line	Site logs
How does the school ensure the ramps are clearly identifiable?	N/A	
How does the school keep the ramps safe for use and in good working condition?	Daily Site monitoring by maintenance staff.	Site Logs

Entrances

Question	Comments	Evidenced by
How does the school make building entrances clearly distinguishable from the façade?	Banners, signage, different style door for main reception area. The overall design of the building ensures that main reception entrance is visible from car park.	Site visits
If any doors are made of glass, how does the school ensure they are clearly visible?	Stickers and St Josephs Log with obscuring film in key points to break up glass for visibility and safety purposes.	Site visits

How does the school make sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?	Large Double doors throughout.	Site visits
How does the school ensure that doors can be used at both seating and standing height?	With position of buttons and push bars at height for both users, unless unsafe to do so.	Physical Environment audits
How does the school make sure that all door handles can be grasped and operated easily?	Lever-style handles positioned at accessible heights with the opening force being regulated for push and pull. Contrast finishes for visual ease.	Physical Environment audits
How does the school make power-operated doors identifiable?	N/A	
How does the school make sure that entryway surfaces are slip-resistant, even when wet?	Matting	Physical Environment audits

Corridors and aisles

Question	Comments	Evidenced by
How does the school make sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?	Uncluttered and wide by design at build phase-doors and corridors	Physical Environment audits
How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?	H&S maintenance staff daily and weekly reminders to staff as needed. Logs are kept of concerns and addressed immediately	H&S maintenance logs.
How does the school use its lighting to help those with visual impairments or visual sensitivities?	Either dimming or increasing where needed within environments. Ensuring lighting is not flickering, harsh lighting is upgraded when possible, to do so.	Physical Environment audits

How does the school use visual clues to help pupils, staff and visitors orientate themselves in passageways?	High contrast flooring between corridors and classrooms. Clear, dural coded symbol based visual signage to differentiate between spaces. Coloured floor lines or shapes within spaces to navigate zones e.g carpet areas. Door frames are contrast to walls to identify entry points. Appropriate height placements.	
How does the school use tactile signs and information to help those with visual impairments find their way?	Zoned playground areas, with fencing for perimeters, benching to show change from hard to grass area.	Physical Environment Audit
Does the school consider the travel distances of those with ambulatory disabilities?	All trips are risk assessed fully to consider travel distances.	RAs
Does the school use induction loops and couplers in its corridors, assembly halls and telephones; if so, how are these systems maintained?	Not at present.	

Reception

Question	Comments	Evidenced by
How does the school make sure that signs in reception are suitable for everyone, and that signs are viewable from both seating and standing positions?	Clutter free walls, ensuring that key messaging stands out at the appropriate height.	
How does the school make sure its reception areas are adequately lit for those with visual impairments?	Natural lighting is available through double doors, in addition to over head lighting.	
How does the school keep its reception areas free from obstacles and hazards?	Reception area is discrete single use space, with no additional clutter held. Daily procedures ensure clutter free.	
How does the school ensure that reception fixtures can be used at both seating and standing height?	No fixtures	
Do all reception areas have an induction loop?	No	
If any of the school's reception areas are not fitted with an induction loop, why is this?	We have not been aware of a need for them	
How does the school ensure telephones and other fittings are suitable for all users?	Telephones are sited differently according to use	
If the school has any aids to help people navigate the building, how are these adapted for use by those with disabilities?	N/A	

Doors

Question	Comments	Evidenced by
How does the school ensure its doors are clearly distinguishable?	Contrast colours	
How does the school make sure that people at seated height can be seen through glass panes in doors?	Positioning of glass panes.	
How does the school make sure that its doors are wide enough for wheelchair users to manoeuvre?	As above	
Does the school have power assisted doors fitted?	No	
If the school does not have any power assisted doors, why is this?	N/A	
If the school has fitted power assisted doors, how are these maintained?	N/A	

Lavatories

Question	Comments	Evidenced by
How does the school ensure lavatory provisions are available to pupils, staff and visitors with disabilities?	Disabled toilets positioned at key points, with one in reception area.	
How does the school make lavatory and disabled lavatory facilities clearly identifiable?	Large doors, signage.	
How does the school make lavatory fittings and handrails distinguishable from their backgrounds?	Contrast colours and textures.	

How does the school ensure lavatory handles and locks can be easily gripped and operated by everyone?	Lever style handles, contrast materials	
How does the school make sure lavatories and disabled lavatories are appropriately lit?	Overhead and positioned lighting	
Does the school make sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor?	Yes	
How does the school maintain the emergency call system?	Site manager monitoring	
If the school has not fitted an emergency call system, why is this?	We do have an emergency call system	
How does the school ensure staff are trained to respond to the emergency call system? How is this training maintained and monitored?	Staff briefings	
How does the school ensure wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?	Ensuring they remain clutter free	
How does the school make sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?	Height position of facilities	
How does the school make sure taps can be operated by those with limited dexterity, grip and/or strength?	Style of handles	
How does the school make sure lavatory signage is suitable for those with visual impairments?	Contrast colours and careful positioning of	
Has does the school ensure that disabled lavatories are not being misused?	Staff supervision as appropriate for age and stage of pupils.	

How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?	Daily cleaning and monitoring	
--	-------------------------------	--

Fixtures and fittings

Question	Comments	Evidenced by
How does the school ensure that all desks and counters are accessible to those at both standing and seated height?	Desks are at seated height.	
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there is accessible space for those with ambulatory disabilities and wheelchair users?	N/A	
How does the school make sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?	N/A	
How does the school ensure that fixtures are clearly distinguishable from their backgrounds?	Contrast colours and materials	
How does the school make sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?	Height positioning	
How do staff ensure those with visual impairments have access to information on display boards?	Adaptive teaching arrangements	
How does the school make sure bookshelves are accessible to everyone?	Bookshelves and books storage is positioned at the access height for each age and stage	
How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?	Flexible and adjustable seating and dining equipment	

What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?	Non-fixed seating and table equipment which can then be adapted for person specific requirements	
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre?	Wide access points, moveable furniture to adapt as required.	
How does the school ensure dining halls, food counters and kitchens are clearly identifiable?	Central hall, access from both wings is clear. Kitchen has grills to contrast from surrounding area.	
How does the school ensure classrooms are clearly identifiable?	Wide entry points with no doors, classrooms are visible from corridors as not shut off.	
How does the school ensure staff rooms, offices and staff-only areas are clearly identifiable?	Access via one main reception point on entry to building, separate wing from classroom areas. Signage.	
If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them?	N/A	

Means of escape

Question	Comments	Evidenced by
How does the school ensure its fire alarm system is visual as well as audible, including inside lavatories?	Regular testing	
How does the school make sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?	H&S monitoring on weekly basis by site manager	

What arrangements does the school make for those with disabilities when evacuating from upper floors?	N/A	
Does the school ensure emergency exit signs are suitable for everyone?	Contrast colours, height position, legislation followed for symbols. Lighting.	
How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?	Isolate practice drills	
How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?	Through Pupil Profile system	
How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?	Daily monitoring. Ongoing professional H and S training	
What does the school have in place to check warning devices and detectors regularly?	Site manager checks in line with legislation	

Access to information

Question	Comments	Evidenced by
How has the school ensured its buildings are suitable for those who require hearing assistance?	Visual signage and symbols.	
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?	Through pupil profile and SEND register needs are identified and accommodations and adjustments made.	
Has the school arranged for audio versions of information? If not, why is this?	No not yet but this is an area for development in plan	
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?	Staff respond according to individual need.	
How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?	Visuals are being reviewed this year	
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?	Consistent use of signs and symbols (Widget symbols).	
How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?	The parental platform, ClassDoJo, has an automatic translation facility built in.	