



FARMILO
PRIMARY SCHOOL

REDHILL
ACADEMY TRUST 
Equality and Achievement

Farmilo Primary School and Nursery Accessibility Audit and Plan

Reviewed September 2026

Accessibility Audit and Plan 2026 – 2027

This audit and plan covers all three main strands of the planning duty:

1. Physical access – improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes things such as 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, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

2. Learning Access – increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through schools and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

Any adjustments to access will be dependent on individual needs.

3. Information Access to – improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Farmilo Primary and Nursery and throughout their time enrolled. Those requiring specific support with communication are known by staff so their needs can be met.



Physical access audit and plan

Item	Issue	1	2	3	4	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?	X				
2	Are pathways and routes logical and well signed?	X				
3	Do you have emergency and evacuation procedures to alert all students?	X				
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X				When needed, specialist services are contacted and assessments are made based on the individual needs of children. Furniture and equipment will be provided to suit the individual needs of children, based on specialist advice. We have had a plinth installed so that children who wear nappies can be changed on there. We also have a hand rail and toilet platform in FS toilets.
5	Do furniture layouts allow easy movement for students with disabilities?	X				
6	Are quiet rooms/calming rooms available to children who need this facility?		X			Small room space that is shared across school, provision for students with learning support plans exists for small group and individual withdrawal on short term basis.
7	Are car park spaces reserved for disabled people near the main entrance?	X				



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8	Are there any barriers for easy movement around the site and to the main entrance?		X			Doors are easy to open – PEEP in place if needed
9	Are steps needed for access to the main entrance	X				
10	Do all those steps have a contrasting colour edging?	X				
11	If there are steps, is a ramp provided to access the main entrance?					
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?					
13	Is it possible for a wheelchair user to get through the principal door unaided?		X			
14	If no, is an alternative wheelchair accessible entrance provided?	X				With prior notice an alternative access route can be arranged if needed through parking and accessing the building from the green gates and double doors
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	X				
16	Do all internal doors allow a wheelchair user to get through unaided?	X				
17	Do all the corridors have a clear unobstructed width of 1.2m?	X				



18	Does each block have a wheelchair accessible toilet?		X			No. One block has an enabled toilet (with wheelchair access). There is room inside adult toilets for wheelchair access within the main building.
19	Does the relevant block have accessible changing rooms/shower facilities?				x	No
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	X				
21	Is there a continuous handrail on each internal stair flight and landing?	X				
22	Does the block have a lift that can be used by wheelchair users?	X				
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state.	X				
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	X				
25	Are non-visual guides used to assist people to use the buildings?	X				Would require specific risk assessments based on individual need.
26	Could any of the décor be confusing or disorientating for students with disabilities?	X				Would require specific risk assessments based on individual need.



27	Is a hearing induction loop available (either fixed or portable) in the school?				X	Arrangements could be put in place to cater for statutory assessments needs.
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				X	Arrangements could be put in place to cater for statutory assessments needs.

Learning access and audit

Item	Issue	1	2	3	4	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		X			SEND training is provided for all staff routinely. This includes updates for all areas of SEND. Training needs are addressed through SEND CPD. Specialist professionals are able to provide support to staff for individual children's needs. CPD takes place during staff/key stage meetings. Staff work with specialist teachers for individual needs (Teacher of the Deaf).
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				Where needed, specialist services are contacted and support staff members as and when needed. CPD is delivered through staff meetings and external bodies.
3	Do all staff seek to remove all barriers to learning and participation?	X				For example, for a hearing impaired child, staff wear a microphone linked to the hearing aid.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		X			The training plan is evaluated annually and a technical core-training programme exists for differentiation and also for SEN learning need. Termly CPD timetable where needs may be addressed. Robust monitoring of teaching and learning takes place.



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 understand for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?		X			All students participate in PE lessons in some active form
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?	X				Curriculum adaptations document shared, SEND case studies across the curriculum to ensure teachers are adapting learning to cater for all needs.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X				The class teacher makes suitable arrangements in providing support for a range of needs. The headteacher would ensure the local authority would be contacted for specific guidance as to examination needs
9	Do you provide access to appropriate technology for those with disabilities?		X			Inclusive technology.
10	Are school visits, including overseas visits, made accessible to children and young people irrespective of attainment or disability?		X			As far as is practicably possible and safe. Individual risk assessments.



11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		X			Training is given when and where needed and appropriate. Specialist support is provided for individual staff when the need arises.
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Information access and audit

Item	Issue	1	2	3	4	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who many have difficulty with standard forms of printed information?	X				We also have coloured overlays and use different colours to display learning. We also use dyslexic friendly fonts.
2	Do you have the facilities such as ICT to produce written information in different formats?	X				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? (see guidance notes)	X				

'This policy has been reviewed using the Local Authority Equality Impact Screening tool to ensure that it does not discriminate against any of the protected characteristics.'



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