

Identifying Barriers to Access: A Checklist.

Section1: How does your school deliver the curriculum?

NB Appropriate staff training, classroom organisation etc are provided as and when pupils with specific disabilities are admitted to the school.

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√	
Are your classrooms optimally organised for disabled pupils?	√	
Do lessons provide opportunities for all pupils to achieve?	√	
Are lessons responsive to pupil diversity?	√	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√	
Are all pupils encouraged to take part in music, drama and physical activities?	√	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	√	
Do you provide access to computer technology appropriate for students with disabilities?	√	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√	
Are there high expectations of all pupils?	√	
Do staff seek to remove all barriers to learning and participation?	√	

Section 2: Is your school designed to meet the needs of all pupils?		
Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	√ The school is built on a slope and has 6 levels, and therefore has several sets of steps. However, all rooms in the school can be accessed from paths which runs round the outside of the school and has no steps.	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√ As above. There is a lift in the new block, and there is a portable ramp which allows wheelchairs to move over high door thresholds. There are ramps up to the front entrance and the Victorian classroom.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		√ <i>Certain sections of the playground slope steeply.</i>
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	√ As children are never left unsupervised, there is no need for a visual alarm as all pupils, including any pupils with such serious hearing impairment that they cannot hear the fire alarm, are escorted outside in the event of an emergency.	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		√ <i>Not currently needed</i>
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		√
Are areas to which pupils should have access well lit?	√	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√ All classrooms are carpeted.	
Is furniture and equipment selected, adjusted and located appropriately?	√	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you 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?	√	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	√	
Do you have the facilities such as ICT to produce written information in different formats?	√	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√ Training is provided as & when need arises.	

Access Plan

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term	To ensure that all steps and bannister handles, both inside and outdoors, are clearly marked to assist visually impaired.	Use hazard tape indoors and yellow painted strips outdoors to mark the edge of steps and bannister handles clearly.	All steps will be clearly marked.	Complete by April 30 th 2015	Completed
Short Term	To make visitors who are wheelchair users aware of the routes which allow access to all rooms without needing to negotiate steps.	Put sign on corner of old building to show wheelchair friendly route round back of kitchen to reach big hall and new block.	Visitors to school who use wheelchairs (and any future wheelchair using pupils) will know how to get to different rooms in the school.	Complete by October 2016	
Long Term	To ensure that pupils with hearing impairment are able to hear their teachers clearly.	When funds allow, purchase a Soundfield system which can be used in the child's classroom	Children with hearing impairment who do not have a radio aid will be able to hear their teachers clearly.	When funds allow.	