



Identifying Barriers to Access Audit and Plan **Oct 2018**

Section 1: How does your school deliver the curriculum?		
Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√ Training & Support for teachers/TAs/LSAS in working with children with disabilities, bespoke to needs of pupils and staff.	
Are your classrooms optimally organised for disabled pupils?	√ We are a small grade 2 listed building with steps and narrow corridors. We make adjustments as is reasonably practicable given the limitations of our building.	
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 employees recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√	
Do employees recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	
Do employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√	
Do you provide access to computer technology appropriate for students with disabilities?	√ For example, keyboard, typing training provided for pupils with fine motor skill difficulties & handwriting	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√	

	Yes – no child is ever excluded from any activity	
Are there high expectations of all pupils?	√	
Do employees 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?	√ We are a small grade 2 listed building with steps and narrow corridors. We make adjustments as is reasonably practicable given the limitations of our building.	
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?		√ See above
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		√ These are being reviewed
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?	√ Personal Evacuation Plans written for pupils and adults with additional needs	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	NA	
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?	√	
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, prospective pupils and families who may have difficulty with standard forms of printed information?	√ Available on request and when required	

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?	√ For example, test papers and lesson resources in different formats/larger fonts	
Do you have the facilities such as ICT to produce written information in different formats?	√	
Do you ensure that employees are familiar with technology and practices developed to assist people with disabilities?	√	

Adapted from the Accessible Schools: Summary Guidance, Department for Education and Skills, 10th June 2002

Access Plan

	Target	Success Criteria	Timeframe	Lead Person
	Collaborate with relevant pupils and adults to agree action to support those in the school community with a disability in line with DDA duties.	Joint meetings arranged and attended where relevant Plans developed	When necessary	Head Teacher/SEND/CO/Governors
	Increase knowledge of disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole school regarding duties.	Disability awareness planned and delivered to lead person Disability awareness provided to whole school.	When necessary	Head Teacher/SEND/CO/Governors
	Review training needs of adults in school	Annual review of training needs by Head Teacher/SEND/CO/Governors (or as need arises with change in circumstances) Training needs met	When necessary	Head Teacher/SEND/CO/Governors