

Accessibility Checklist

**Section 1: How does the school deliver the curriculum?**

| Question  | Yes / No | Details   | Action   |
|---|----------|---|--|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | Yes      | Support obtained from external agencies such as Occupational Therapy, Physiotherapy, Physical Disability team for the children with fine and gross motor difficulties or a medical diagnosis. Support obtained from the Autistic Spectrum Team where necessary.   | Continue to access training as and when necessary to meet pupils' needs.   |
| Are your classrooms optimally organised for disabled pupils?  | Yes      | Children with disabilities are able to move around easily.<br>Children seated according to individual needs.<br><br>Due to the number of children and tables required and the multi-use of our classrooms, it would be challenging for a child in a wheel chair to access all areas of the classroom and school life. Currently not an issue that needs addressing. | Continue to monitor classroom layouts.<br><br>Continually consider disabled pupils needs and organise classroom/ school space to suit needs. Seek external advice where necessary. |
| Do lessons provide opportunities for all pupils to achieve?<br>Are lessons responsive to pupil diversity?             | Yes      | All suitable and relevant resources are utilised to support pupils learning, in addition to appropriate adaptations to the curriculum and environment as required. This could with physical adaptations or learning resources.  | Monitor and seek external agency support where necessary.  |
| Do lessons involve learning to be completed by individuals, pairs, groups and whole class?                            | Yes      | Opportunities for mixed groupings.  | Monitor effectiveness of groupings.  |

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| Are all pupils encouraged to take part in music, drama and physical activities?   | Yes | Appropriate adaptations made to activities. PE lessons, including swimming. All activities are adjusted to meet individual pupils' needs.  | Provide additional support where necessary.                   |
| Do staff recognise and allow additional time required by some disabled pupils to use equipment in practical work?   | Yes | Additional time given where required, such as changing and practical tasks.  | Monitor and amend as necessary.                               |
| Do staff 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? | Yes | Provide 1:1 support, use of alternative equipment, adapting lessons to ensure that the activity is suitable for pupils with disabilities.<br>During PE sessions, rest breaks are provided if required. | Monitor and implement recommendations from external agencies. |
| Do you provide access to computer technology appropriate for students with disabilities?  | Yes | Personal laptops with a keyboard with large keys if required. iPads available.   | Implement recommendations from external agencies.             |
| Are school visits made accessible to all pupils irrespective of attainment or impairment?   | Yes | When planning educational visits consideration is given to the amount of walking that has to be done and the nature of the activities. Activities are tailored when required to ensure inclusivity.    | Monitor to ensure accessibility.                              |
| Do staff seek to remove all barriers to learning and participation?   | Yes | Lessons tailored to a range of learning styles such as visual, kinesthetic and auditory.   | Seek external agency support when required.                   |
| Are there high expectations of all pupils?  | Yes | All pupils expected to achieve their potential.<br>St Luke's Outreach used where appropriate.  | Monitor   |

**Section 2: Is the school designed to meet the needs of all pupils?**

| Question   | Yes / No | Details  | Action  |
|--|----------|--|---|
| 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? | No       | The number of tables in both classrooms restrict access.<br>Storage furniture is located around the edge of classrooms.<br>The gate on the Church Yard (emergency exit from the school grounds) has two steps.<br>The door into the staffroom where additional interventions are completed is narrow.<br>The door in to the playground opens into the corridor and blocks the walkway when fully open. Due to the finger guard, the door does not stay open independently at its widest point. | Continue to monitor classroom layouts.<br><br>When a child with a walking frame/wheelchair or other physical disability attends our school meetings will be held with the relevant professionals to ensure access is maximized. |

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| 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? | No  | The number of tables in both classrooms restrict access. Storage furniture is located around the edge of the classroom.<br>The gate on the Church yard (emergency exit from the school grounds) has two steps.<br>Narrow doorways.                          | Continue to monitor classroom layouts.<br>When a child with a walking frame/wheelchair or other physical disability attends our school meetings will be held with relevant professionals to ensure access is maximized. |
| Are pathways of travel around the school site and parking arrangements safe? Are routes logical and well signed?   | Yes | We do not have parking on site.<br>Outside of the school we have yellow school markings.  | To be continually monitored as required.  |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?         | Yes | Specific needs are addressed with a Personal Emergency Evacuation Plan where necessary.   | Formulate plan where necessary.   |
| Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?   | No  |   | Seek and access training and advice when necessary to meet pupil's needs from specialists.  |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?                                | No  |   | Monitored for necessity and clutter.<br>Pale colours used for display purposes.   |
| Are areas to which pupils should have access well lit?   | Yes |   |   |
| Are steps made to reduce background noise for hearing impaired pupils such as room acoustics and noisy equipment?  | Yes | Quiet classroom learning/working environments are encouraged to be of a low noise level (activity dependent).<br>Ear defenders are provided for the more sensitive pupils.<br>Staff take steps to ensure noisy equipment etc is turned off where necessary. | Seek and access training and advice where necessary to meet pupil's needs.  |
| Is furniture and equipment selected, adjusted and located appropriately?   | Yes | Specialist furniture including classroom chair cushions, specialist rulers, writing slops, scissors used as necessary.  | Continue to select, adjust and locate furniture and equipment as required.  |

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

| Question  | Yes / No | Details  | Action   |
|---|----------|--|--|
| Do you provide information in simple language, symbols and large print, on audio tape or Braille for pupils or prospective pupils who may have difficulty with standard forms of printed information? | Yes      | Currently use visual timetables and other symbols for children with additional needs.<br><br>Use of coloured overalys and books for pupils with dyslexia as required.<br>Different sized lined and squared paper. Handwriting books provided as further support if needed. | Continue to monitor and adjust according to needs.                               |
| 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, interactive boards...?                                      | Yes      | Information presented according to individual needs.   | Adjust to meet needs.  |
| Do you have the facilities such as ICT to produce written information in different formats?   | Yes      | When required.   | Continue to monitor and adjust according to needs.                               |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?   | Yes      | Training provided as required.   | Seek and access training and advice as and when necessary to meet pupil's needs. |

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