

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	Visual Impairment Training	Continue to access training when required
Are your classrooms optimally organised for disabled pupils?	Yes	Spaces around classroom and school organised to allow children with visual and hearing impairments to be fully supported.	Continually consider disabled pupils needs and organise classroom/ school space to suit needs
Do lessons provide opportunities for all pupils to achieve? Are lessons responsive to pupil diversity?	Yes	All suitable and relevant resources are utilised to support disabled pupils learning, as well as appropriate adaptations to curriculum and environment. Pre-Braille skills and Habilitation techniques used within lessons where necessary. Use of laptop to aid written recorded work where appropriate.	
Do lessons involve work to be completed in a range of groupings.	Yes		
Are all pupils encouraged to take part in music, drama and physical activities?	Yes – at all times	Pupil's with physical needs have attended swimming and other PE lessons and events. PE lessons adjusted to needs. 1:1 support for any pupil with disabilities where necessary.	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?	Yes	Visual Impairment training	
Do staff recognise and allow additional time required by some disabled pupils to use equipment in practical work?	Yes		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular	Yes	Providing 1:1 support, use of alternative equipment, adapting lessons to ensure activity is suitable for	

activities, for example some forms of exercise in physical education?		pupil with disabilities. 1:1 support for pupil to access activities.	
Do you provide access to computer technology appropriate for students with disabilities?	Yes	Keyboard with large keys, large mouse, Use of Team Viewer.	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes	Pupils supported according to individual needs.	
Do staff seek to remove all barriers to learning and participation	Yes		
Are there high expectations of all pupils?	Yes		

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	Reception class garden is now fully adapted to accommodate children with a visual impairment and is wheelchair accessible.	Continue to assess whole school environment to ensure it remains suitable. Continue to look at funding options to support wheel chair access to field.
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?	Yes	Toilet area fully adapted for use by wheelchair users. Ramps out to playground for wheelchair access.	
Are pathways of travel around the school site and parking arrangements safe? Are routes logical and well signed?	Yes		
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.	Adaptations have been made to suit needs, this will be monitored and addressed as need arises.
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?	No		Adaptations to be made as required.

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No	Steps and changes in surface have been highlighted and non-slip step trims added.	
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	Equipment is turned off when not in use.	Continue to consider the room's acoustics and noisy equipment as need arises.
Is furniture and equipment selected, adjusted and located appropriately?	Yes	Specialist furniture including toileting seat, classroom chair and desk have been purchased to support pupil needs.	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 Autism.	
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?	Yes		
Do you have the facilities such as ICT to produce written information in different formats?	No	VI support	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes		Training is sought and offered as need requires.

Reviewed: February 2025

Next review date: February 2026

