

Identifying Barriers to Access: A Checklist

Section 1: How does your school deliver the curriculum?

Question	Yes	No	Notes/Actions
Do you ensure that teachers and learning support assistants have the necessary training to teach and support disabled pupils?	X		Individualised curriculum Specialised staff
Do lessons provide opportunities for all pupils to achieve?	X		
Are lessons responsive to pupil diversity?	X		
Does the curriculum acknowledge and celebrate diversity	X		Introduction of awareness days So Safe! Celebration assemblies PHSCE
Are all pupils encouraged to take part in music, drama and physical activities?	X		Real P.E/Yoga/Swimming Drama therapy Music lessons
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	x		In-house OT support
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?	X		
Do you provide access to computer technology appropriate for students with disabilities?	X		
Are school trips and visits made accessible to all pupils irrespective of attainment or impairment?	X		
Are there high expectations of all pupils?	X		

Do staff seek to remove all barriers to learning and participation?	X		
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Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No	Notes/Actions
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?	X		For all current students- unfortunately the school toilets are not suitable for wheelchair users Some students use walkers and are able to access the whole site (no stairs)
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?		X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X		
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?	X		PEEPS in place where necessary
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	X		
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		X	Communicate in Print used where necessary
Are areas to which pupils should have access well lit?	X		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?		X	
Is furniture and equipment selected, adjusted and located appropriately?	X		With support from OT

Are classrooms well laid out to allow accessibility for all students	X		
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Section 3: How does your school deliver materials in other formats?

Question	Yes	No	Notes/Actions
Do you provide information in ways that are accessible to all pupils?	X		Makaton Communicate in Print AAC
Do you present information in ways that are accessible to all parents?		X	Consider translation services
Do you have the facilities such as ICT to produce written information in different formats?	X		CIP AAC
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X		

Section 3: How does your school support those with a range of protected characteristics?

Question	Yes	No	Notes/Actions
Are your staff well trained to pastorally support students who may be at greater risk of discrimination, bullying or mental health challenges	X		
Does your school deliver a curriculum which encourages representation of all students	X		
Does your school have an ethos which encourages acceptance, tolerance and equal opportunity	X		
Does your school deliver a curriculum which encourages acceptance, tolerance and equal opportunity	X		

Does your school hold events and celebrations which celebrate our differences	X		
Are staff sensitive to and aware of issues related to students/families/colleagues race, culture, sexual orientation, gender identity or disability	X		As part of Safeguarding training

Section 4: Does your school support equal opportunities in its recruitment and retention of staff

Question	Yes	No	Notes/Actions
Does your school refer to equal opportunities in its recruitment policy	X		
Does your school have an ethos which encourages acceptance, tolerance and equal opportunity	X		
Are senior staff sensitive to and aware of issues related to colleagues race, culture, sexual orientation, gender identity or disability	X		

What do we do well?

As a special educational needs environment we work hard to ensure that our environment and curriculum are inclusive of, accessible to and celebrate all students, families and colleagues of all genders, identities, races and disabilities.

Areas for development?

Building accessibility

Continue to build on awareness days and consider how we can deepen students' understanding of the wider world and current issues via the curriculum and extra-curricular activities.

Supporting families with EAL to understand key communications

