

ACCESS AUDIT FOR SCHOOLS IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This checklist comprises three sections. In the first, you are asked to consider whether the school environment in which you work is designed to meet the needs of all pupils, including those with SEN and/or disability.

The second and third sections should be used to identify how your school delivers its curriculum and provides written materials in alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture. This list is not exhaustive.

SECTION 1

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? <input type="checkbox"/> YES <input type="checkbox"/> NO
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? <input type="checkbox"/> YES <input type="checkbox"/> NO No wheelchair users currently attending
Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed? <input type="checkbox"/> YES <input type="checkbox"/> NO
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, <input type="checkbox"/> YES <input type="checkbox"/> NO Visual/auditory components N/A.
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? <input type="checkbox"/> YES <input type="checkbox"/> NO N/A.
Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? <input type="checkbox"/> YES <input type="checkbox"/> NO
Could any signage be considered confusing or inadequate? <input type="checkbox"/> YES <input type="checkbox"/> NO

Area areas to which pupils should have access well lit?

☐ YES ☐ NO

Do areas of storage prevent disabled pupils from accessing aids and equipment?

☐ YES ☐ NO

Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? e.g. considering a room's acoustics, noisy equipment and presentation of material.

☐ YES ☐ NO

Is furniture and equipment selected, adjusted and located appropriately?

☐ YES ☐ NO

SECTION 2

QUESTION YES NO

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?

☐ YES ☐ NO

Do you make the best use of teaching assistants?

☐ YES ☐ NO Teaching assistants are EXCELLENT and very skilled

Are your classrooms optimally organised for disabled pupils?

☐ YES ☐ NO

Are lessons responsive to pupil diversity?

☐ YES ☐ NO

Do lessons involve work to be done by individuals, pairs, groups and the whole class?

☐ YES ☐ NO

Are all pupils encouraged to take part in music, drama and physical activities?

☐ YES ☐ NO

Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?

☐ YES ☐ NO

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?

☐ YES ☐ NO Communication enhanced by use of Makaton

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?

☐ YES ☐ NO

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 ☐ NO

Do you provide access to computer technology appropriate for students with disabilities?

☐ YES ☐ NO

Are school trips, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?

☐ YES ☐ NO Yes, however safety vitally important hence all trips risk assessed

Do staff, governors and pupils receive training and education in disability equality issues?

☐ YES ☐ NO Yes, but training needs updating

Is everyone made to feel welcome?

☐ YES ☐ NO This is a strength at the Court School

Are there high expectations of all pupils?

☐ YES ☐ NO

Are pupils equally valued?

☐ YES ☐ NO

Do staff seek to remove all barriers to learning and participation?

☐ YES ☐ NO

SECTION 3

QUESTION YES NO
<p>Do you provide information in large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO Yes, but N/A. at present</p>
<p>Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections and describing diagrams?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>Do you have the facilities to produce written information in a variety of font sizes?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>Do you make use of RNIB guidelines on producing written information in accessible formats?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>Are the 'responsible body' aware of their duties and responsibilities under EQA 2010?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>Do school general plans take account of the duty to make reasonable adjustments?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>Does the school have an adequate internal complaints procedure?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO Yes, updated February '23</p>