

Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

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?	√	
Are your classrooms optimally organised for disabled pupils?	√	
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 staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	√	
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?	√	
Do you provide access to computer technology appropriate for students with disabilities?	√	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√	
Are there high expectations of all pupils?	√	
Do staff 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?	√	
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 pupils can as doors can only be accessed via a key card
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		√
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?	√	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		√
Could any of the décor or signage be considered to be confusing or disorienting 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 and prospective pupils who may have difficulty with standard forms of printed information?	√	
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?	√	
Do you have the facilities such as ICT to produce written information in different formats?	√	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		Staff are aware of the computing resources that are available in school to support pupils; training is given as needed.

School ACCESSIBILITY PLAN 2016 – 2020

SCHOOL: Prince of Wales Primary School **Date:** May 2016

Review Date: May 2020

Aims

A statement of the school aims in terms of accessibility – this should reflect where you want the school to be in 2020 and **could** include:

- A statement outlining your commitment to inclusion
- Your commitment to deal with any factors which are barriers to including pupils with disabilities
- A commitment to prioritise resources to enable all pupils to access the curriculum
- A commitment on training all staff to enable them to be effective in the education of young people with disabilities
- A commitment to working with others schools and the community
- How this plan is linked to other plans, policies and procedures.

Baseline Audit

This should reflect the return you made to the LA in terms of the baseline position for your school. It should cover all areas as outlines in the three planning duties

- Increasing access for disabled pupils to the curriculum
- Improving access to the physical environment
- Improving the delivery of written information to disabled pupils and should present a position that withstands an audit by the LA, OFSTED or the DfE.

Targets and outcomes

These should be set in relation to the baseline audit and show how and when barriers will be addressed and the outcomes you are working towards.

Monitoring and Evaluation

You will need to describe how you will monitor the implementation of the plan and the measures you will use to evaluate progress.

You will also need to state how you will report on the implementation of the plan.

Activities

Specific activities in 2016/17 and then for 2017/18, 2018/19 and 2019/20 showing how you will deal with issues shown as barriers in your baseline. These **might** include

Strand 1

Increasing access for disabled pupils to the curriculum

- ® Implementing an Inclusion statement re classroom organisation, teaching and learning strategies
- ® Implementing guidelines on planning, teaching and accessing the curriculum
- ® Implementing target setting processes including performance descriptors in the P scales
- ® Developing and carrying out curriculum audits to review patterns of participation across the curriculum, e.g. PE, school visits.
- ® Using tools to measure participation
- ® Reviewing planning and delivery approaches to the curriculum including consulting and involving pupils, flexible groupings, peer support and mentoring
- ® Ensuring that all staff are provided with training on disability issues and meet national standards, e.g. for SEN Specialist teachers and Teaching Assistants

Strand 2

Improving access to the physical environment

- ® Prioritising resources to reduce barriers and increase inclusion
- ® Bidding for funds to remove barriers
- ® Considering accessibility in all purchasing decisions and refurbishment's, e.g. bar taps in classrooms, food tech, etc.; carpeting to ease movement of wheelchairs, sound field systems, colour contrasting décor and signage;
- ® Developing physical aids to access the curriculum, e.g. enlarged computer screens, enlargement facilities, specialist seating
- ® Working with parents with disabled children to ensure that there is a partnership approach to learning
- ® Working with neighbouring schools to share resources (perhaps linked to the training issue) to improve access for pupils with disabilities –
- ® A specific action or actions to reduce one or more barriers in the first year and then a statement for the remaining three years

Strand 3

Improving the delivery of written information to disabled pupils

- ® Developing plans to provide information pictorially and orally
- ® Audit teaching materials, text books and other information in alternative formats and plan to extend or where to access
- ® Ensuring systems are in place to take account of pupils preferred format
- ® Ensuring systems are in place to consult and involve pupils with disabilities in the planning, delivery and reviewing of their provision

Update the audit of accessibility for your school during 2016/17 and keep it under review through your monitoring and evaluation process.

You will need to identify Personnel with responsibilities for each activity and the proposed timescale.

ACCESSIBILITY PLAN STRAND 1	INCREASE THE EXTEND TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
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TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
To ensure that all staff are aware of the needs of individual pupils or staff as applicable.	Information shared sensitively through support staff and teacher briefings.	Senior Leaders hip team Angela Dunlea – lead welfare	All staff are aware of the needs of key pupils and staff and how they can support them.	On a termly basis or sooner if pupils or staff needs change.
To ensure that there are opportunities for all pupils to represent the school.	Where possible pupils will be included in sporting events representing the school. School to enter events that specifically cater for pupils with additional needs e.g. gymnastics festival, KS2 competition, etc.	PE team	A range of pupils have the opportunity to represent the school.	Ongoing throughout the academic year.
To ensure all pupils are able to access school run clubs either at lunch times or after school.	To make clubs available for all pupils by ensuring there is a sufficient adult to pupil ratio. Staff will remind pupils to attend through use of visual reminders, verbal reminders and if necessary collecting them from the	All staff	Participation in clubs is available to all pupils.	Club lists are reviewed annually to monitor the attendance of all pupil groups.

	playground.			
To ensure new staff are aware of their responsibilities with regards to disabled pupils.	To examine job descriptions for support staff to ensure that meeting the medical needs of disabled pupils is included. To include related questions in interviews	AHT inclusion – Susan Paddon Lead TA – Angela Dunlea	New staff understand expectations and are suited to working with pupils with disabilities.	Summer 2016 / Autumn 2016 as new staff are appointed and inducted.
For all staff know how to meet the needs of disabled pupils.	To arrange targeted training for specific staff. AHT to carry out lesson observations focusing on meeting needs of disabled pupils. To include as part of in-school Support Staff training programme. To include in staff's green folders strategies to support pupils with a variety of needs e.g. dyslexia, ADHD, speech and language difficulties, etc. All staff to have access to	AHT inclusion – Susan Paddon Lead TA – Angela Dunlea	All staff are aware of where they are able to access additional information to support their pupils effectively.	Training is reviewed termly alongside the monitoring calendar.

	<p>the '3's booklet' produced by Enfield Council which identifies ways in which disabled pupils can be supported.</p> <p>Regularly held SEN drop in sessions that can be accessed by all staff to discuss any help or concerns.</p>			
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ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
STRAND 2	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
To ensure all pupils and staff can move safely and easily around the classrooms and corridors.	Classrooms and corridors checked regularly for obstructions.	Health and safety team	All pupils and staff are able to move around the classrooms easily.	Ongoing – all areas of the school to be checked on a half termly basis.
To ensure that all steps and changes in surface are clearly marked.	Steps and other key areas are painted with yellow part.	Care takers - Dave Yates and Paul Bidewell	School site is safe for pupils, staff and visitors who may be visually impaired.	Reviewed at the beginning of each academic year and repainted as necessary.
To increase the safety for all pupils to accessing the outside areas.	Look into the cost of installing hand rails along both sides of the steps.	Anne Homer (school business manager) Carer	Pupils and staff with physical disabilities are able to use the step safely.	By end of Autumn 2016.

		takers - Dave Yates and Paul Bidewell Alan Taylor (deputy head teacher)		
For all pupils and staff to be able to eat their meals in the dining room.	Purchase of a neater feeder for key pupils. Ensure there is a variety of sitting in the dining room e.g. chairs with supporting backs as well as stools and a height adjustable chair.	Cindy Knight Lesley Wynn Carer takers – Dave Yates and Paul Bidewell	All pupils and staff with physical disabilities are able to sit comfortably in the dining room.	Reviewed on a termly basis or sooner if the needs of pupils or staff changes. Summer 2016 – reviewed the ease at which the new dining tables and stools are able to be used by all children.
For all pupils and staff to be able to move around outside the building easily.	Growth of bushes and / or trees which line the pathways to be checked on a fortnightly / three weekly basis and cut back if necessary.	Carer takers – Dave Yates and Paul Bidewell	All pupils and staff can move around the outside of the building safely.	Summer 2016
Site to clearly sign post visitors, pupils and parents / carers to	Walk around the school site to see how it would look like to a visitor / new parent arriving on site.	Jan Bless Susan Paddon Anne Homer	New signage is up and it is clearer for visitors / new parents to the site. New signs could include: - All visitors please report to main office on the kitchen wall.	Autumn 2016

where they need to be.			<ul style="list-style-type: none">- Prince of Wales Primary School drop off and collection point (include arrow to show direction) on the wall by the Reception area.- Sign on the black gates saying: access for Early Learners staff, visitors and parents only.- Sign on the brick wall facing the path saying Year 3, 4, 5 and 6 with arrow and Years 1, 2 and Reception with arrow pointing to each side of the school.	
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ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS
STRAND 3	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
To ensure all children can see information displayed on the interactive whiteboard.	Advise staff on how to change the background colour of the Interactive Whiteboard to cream, pale blue, pale green, etc, to ensure text is clearer.	Nihan Sin Lynnett e Fletcher	In classes where pupils and staff suffer from visual stress.	Remind each staff on a termly basis, highlighting key pupils and staff who may benefit. Ensure all new staff are aware of this also.
To ensure all pupils can participate in class work.	To photocopy on to coloured paper, e.g. pale blue, yellow or cream. To use books with wider lines and / or darker lines.	All staff	In classes where pupils and staff suffer from visual stress and / visual impairment. Staff know where to access the paper and books.	Remind each staff on a termly basis, highlighting key pupils and staff who may benefit. Ensure all new staff are aware of this also.
To ensure all pupils can access the curriculum, despite Social, Emotional and Mental Health difficulties.	Key Stage 1 Nurture Group for up to 8 pupils. Access to Place2Be for targeted pupils and	Nurture Group Team Lindsay Sluter Sharon Fromet Place2Be school	Pupils are in an environment where they feel safe and can begin to access the curriculum and feel confident to return to a larger classroom environment. Pupils with high level of social and emotional	Reviewed on termly basis with Senior Leadership Team.

	Place2Talk for all.	project manager - Jonathon Emeruwa	need are supported to access the right support early.	
For pupil voice to be evident.	<p>To include all pupils with a disability has a voice through the termly reviews of Learning Support Plans, either as part of who group or on a 1:1 basis dependent on the pupil.</p> <p>To use a 'talking mat' to enable all pupils to participate.</p> <p>For all pupils with a disability to have a transition passport when they move to a new class.</p>	All staff	Pupils with disabilities feel that they are being heard and have a say in their support and provision.	Reviewed on a termly basis with pupils, families and relevant staff.

