

## 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?	Yes	
Are your classrooms optimally organised for disabled pupils?	Yes	
Do lessons provide opportunities for all pupils to achieve?	Yes	
Are lessons responsive to pupil diversity?	Yes	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes	
Are all pupils encouraged to take part in music, drama and physical activities?	Yes	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes	
Do staff recognise and allow for the 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 activities, for example some forms of exercise in physical education?	Yes	
Do you provide access to computer technology appropriate for students with disabilities?	Yes	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes	
Are there high expectations of all pupils?	Yes	
Do staff seek to remove all barriers to learning and participation?	Yes	

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

<b>Question</b>	<b>Yes</b>	<b>No</b>
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?	Yes	
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	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes	
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?	Yes	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	Yes	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No	
Are areas to which pupils should have access well lit?	Yes	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes	
Is furniture and equipment selected, adjusted and located appropriately?	Yes	

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

<b>Question</b>	<b>Yes</b>	<b>No</b>
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?	Yes	
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?	Yes	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	

