

Bolney CEP School ACCESSIBILITY PLAN and CHECKLIST

Checklist

Section 1: How does the school deliver the curriculum:

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| a) Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | Yes |
| b) Are your classrooms optimally organised for disabled pupils? | Yes – adjustments made as required |
| c) Are lessons responsive to pupil diversity? | Yes |
| d) Do lessons involve work to be done by individuals, pairs, groups and the whole class? | Yes |
| e) Are all pupils encouraged to take part in music, drama and physical activities? | Yes |
| f) Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? | Yes |
| g) Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | Yes |
| h) 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 |
| i) Do you provide access to computer technology appropriate for students with disabilities? | Yes |
| j) Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? | Yes |
| k) Are there high expectations of all pupils? | Yes |
| l) Do staff seek to remove all barriers to learning and participation? Bolney is a fully inclusive school. The school site is mainly level and accessible to a wheelchair user. | Yes |

OR BEFORE IF NEEDED FOR A NEW PUPIL

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

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| a) 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 |
| b) 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? | Yes |
| c) Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | Yes |
| d) 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? | Not visual, but staff trained to assist all pupils |
| e) Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? | No |
| f) Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? | No |
| g) Are areas to which pupils should have access well lit? | Yes |
| h) Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? | N/A |
| i) Is furniture and equipment selected, adjusted and located appropriately? | Yes |

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

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| a) 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? | N/A |
| b) 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 |
| c) Do you have the facilities such as ICT to produce written information in different formats? | Yes |
| d) Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities | Yes |

Bolney School

Accessibility Plan – December 2020 – all accessible for pupils currently in school and visitors with wheelchairs

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term					
Medium Term					
Long Term					