

# Accessibility Policy

<b>Policy agreed by:</b>	
<b>Date of policy:</b>	<b>May 2019</b>
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<b>Date of next review:</b>	<b>May 2022</b>

## Accessibility Policy

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## 1. Statement of intent

All pupils at Red Gates have an Education, Health & Care Plan (EHCP), or an EHCP in process. The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of baseline assessments. These are used to assist professionals in the setting of appropriate targets.

We prioritise meeting the physical needs of students, alongside providing support for effective learning and communication. This enables students to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible. All pupils are provided with equal opportunity to learn, develop and enjoy school life.

The school is committed to taking steps to avoid placing anyone at a substantial disadvantage and therefore, works closely with pupils, their families and all relevant external agencies in order to remove potential barriers to learning and development.

The school actively promotes an inclusive environment for all pupils, staff and visitors. Ongoing measures to evaluate and improve accessibility within the school are taken as a result of data collection and discussions.

All staff members, parents/carers and visitors will adhere to this policy at all times.

## 2. Legal Framework

2.1. This policy has due regard to statutory legislation including, but not limited to, the following:

**Human Rights Act (1998)**

**Special Educational Needs Regulations (2014)**

**Education and Inspections Act (2006)**

**Equality Act (2010)**

**United Nations Convention on the Rights of the Child**

**United Nations Convention on the Rights of Persons with Disabilities**

**Disability Discrimination Act (2005)**

2.2. This policy has due regard to national guidance including, but not limited to, the following:

**'The Equality Act and Schools', DfE (2014)**  
**Equalities Policy**  
**Behaviour Policy**  
**Supporting Pupils at Schools with Medical Conditions Policy**  
**Administering Medication Policy**  
**Health & Safety Policy**  
**Admissions Policy**  
**Curriculum Policy**  
**Emergency Evacuation Policy**

The school works within the **Disability Discrimination Act (2005)** terms, and ensure that pupils' targets and needs are reviewed every term by teaching staff, in conjunction with senior leaders. Annual reviews take place in conjunction with teaching staff, senior leaders, parents/carers and relevant external agencies.

**The Equality Act (2010)** prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. Protection from discrimination for disabled people applies to disabled people in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, premises, work, education and associations. Only those people, who are defined as disabled in accordance with section 6 of the Act, and the associated Schedules and Regulations made under section A2, will be entitled to the protection that the Act provides.

### **3. Definition**

All pupils at Red Gates School have a disability, as defined under **The Equality Act (2010)**:

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Department for Education (2010)

This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial (e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection);

- the long-term substantial adverse effects must affect normal day-to-day activities.

A disability can arise from a wide range of impairments, which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

The effect of the Equality Act (2010) means that schools cannot discriminate unlawfully against individuals because of sex, race, disability, sexual orientation, religion or belief.

#### **4. Roles and responsibilities**

- Staff members will act in accordance with the school's Accessibility Policy at all times.
- The senior leadership team, in conjunction with the Governing Body, will create an Accessibility Plan with the intention of improving the school's accessibility.
- The Governing Body will be responsible for monitoring the Accessibility Plan.
- The Governing Body will approve the Accessibility Plan before it is implemented.
- All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- The head teacher will ensure that relevant staff members are aware of individual pupils' disabilities or medical conditions, where necessary.
- On admission to Red Gates, the school will establish specific disabilities and/or medical conditions which the school should be aware of.

- On acceptance of an offer of employment at Red Gates, information regarding individuals' specific disabilities and/or medical conditions will be obtained by the school. This information will be handled and stored in accordance with GDPR guidelines.
- The head teacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities/medical conditions are experienced.
- The senior leadership team and Governing Body will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- All staff members will partake in whole school training in relation to equality.
- All class-based and leadership staff will be trained in general medical awareness. Designated staff members are trained in First Aid at Work, Paediatric First Aid or administering medication for specific pupils.

## **5. Accessibility Plan**

The Accessibility Plan is created as a result of an accessibility audit, with the aim of increasing the school's accessibility. The plan will be reviewed termly in consultation with the Governing Body, senior leadership team and relevant external agencies.

The Accessibility Plan complements and supports the school's Accessibility Policy and Equalities Policy. It identifies how the school's accessibility will be improved for pupils, staff members and visitors with disabilities within a given timeframe.

The Plan has the following key aims:

- To increase the extent to which all pupils can access the curriculum
- To improve and maintain the school's physical environment to enable accessibility for all individuals with disabilities
- To improve the availability of information for pupils, staff and visitors with disabilities.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be reported on termly with respect to progress and outcomes. Both the Accessibility Policy and Accessibility Plan will be published on the school website. An accessibility audit will be undertaken by a member of the senior leadership team annually.

Refer to School's Accessibility Plan

## **6. Equal opportunities**

Red Gates School is committed to inclusion, and strives to ensure that all pupils are given the same opportunities. Activities are adapted by teaching staff to allow all pupils to reach their full potential and Red Gates staff members work within a multi-disciplinary team to ensure that all pupils receive the support they need.

## **7. Admissions**

Red Gates School will act in accordance with Croydon Council's Special Educational Needs team admissions policy.

## **8. Curriculum**

Red Gates School is committed to providing a safe, stimulating environment that enables all pupils to access the curriculum, regardless of their education, physical, sensory, social, spiritual and emotional needs. Red Gates School provides a differentiated curriculum to enable all pupils to make progress.

All pupils have Personalised Plans, which are created by teaching staff in conjunction with parents/carers and external agencies, where appropriate.

Specialist resources are available to support pupils to access the curriculum, e.g. sensory equipment provided by the Occupational Therapy Team.

## **9. Physical environment**

Red Gates School takes actions to ensure that all pupils, staff member and visitors have equal access to areas and facilities within the school premises. The school has disabled toilet facilities, ramps and wide corridors to enable access for wheelchair users. There are also provisions for nappy changing. An audit of accessibility will be undertaken annually.

## **10. Monitoring and review**

This policy will be reviewed every 3 years, in accordance with Department for Education guidance. The policy will be reviewed by the senior leadership team and the Governing Body. Equality assessments will be undertaken in conjunction with the policy review.

Appendix 1

**Internal Accessibility Review**

Date of survey	03/05/2019
Carried out by	Lorraine Slee
Role	Head Teacher

<b>A - APPROACH and CAR PARKING</b>			
<p>Consider each question from the perspective of each type of disability:</p> <ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	X		
A02. Is the building within convenient distance of public transport?	X		
A03. Is the building within convenient distance of car parking?	X		
A04. Is the route clearly marked/found?	X		
A05. Is the route free of kerbs?	X		
A06. Is the surface smooth and slip resistant?	X		
A07. Is the route wide enough?	X		
A08. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	X		
A09. Is it adequately lit?	X		
A10. Is it identified by visual, audible and tactile information?	X		
A11. Is there car parking for people with reduced mobility?	X		
A12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	X		
A13. Is the car parking as near the entrance as possible?	X		
A14. Is the car parking area suitably surfaced?	X		
A15. Is the route to the building kept free of snow, ice and fallen leaves?	X		





A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	X		
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**General notes**

**B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS**

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/bottom?			No external ramp needed as entrance at ground level
B02. Is it wide enough and suitably graded?			
B03. Is the surface slip resistant?			
B04. Are there kerbs and are there edges protected to prevent accidents?			
B05. Are there handrails to one or both sides?			
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			
B07. Are there (alternative) steps?			
B08. Identified by visual/tactile information?			
B09. Are there handrails to one or both sides?			
B10. Are ramps and steps adequately lit?			
B11. Are treads and risers consistent in depth and height?			
B12. Are all nosings marked and/or readily identifiable?			
B13. Are landings of adequate size and are they provided at intermediate levels in long flights?			
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E			

**General notes**

The entrance is level from the car park and from the front gate

**C – ENTRANCES, INCLUDING RECEPTION**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	X		
C02. If glass is it visible when closed?	X		
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	X		
C04. Does it have a level or flush threshold, and a recessed matwell?	X		
C05. Is there visibility through the door/way from both sides at standing and seated levels?	X		
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	X		
C07. Can the door furniture be used at both standing and seated height?	X		
C08. Can it be easily grasped and operated?	X		
C09. If the door has a closer mechanism does it have:			
(a) delayed closure action?	X		
(b) slow-action closer?	X		
(c) minimal closure pressure?	X		
C10. If the door is power-operated does it have visual and tactile information?			See below
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?			See below



C12. If there is a lobby, do the inner and outer doors meet the same criteria?			No lobby
C13. Do lobby layouts enable all users to clear one door before going through the next?	X		
C14. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	X		
C15. Does the lighting installation take account of the needs of visually disabled people?	X		
C16. Are floor surfaces:			
(a) slip-resistant, even when wet?		X	See below
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	X		
(c) firm for wheelchair manoeuvre?	X		
C17. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		
C18. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	X		
C19. Is it fitted with an induction loop?		X	See below
C20. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		X	See below

**General notes**

Visitors, seated or standing, do not use the building unescorted

C10 – large print sign to be ordered and added to all entrance call points

C11 – exit buttons placed out of reach of pupils to keep them safe – too high for wheelchair users – under discussion with LA in relation to fire safety strategy

C16a – not slip resistant when wet – part of feasibility study

C19 – portable induction loop on order

C20 – awaiting site map from LA



**D – HORIZONTAL MOVEMENT AND ASSEMBLY**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	X		
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	X		
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	X		
D04. Is turning space available for w.ch. users?	X		
D05. Do natural and artificial lighting avoid glare and silhouetting?	X		
D06. Are there visual clues for orientation?	X		
D07. Do floor surfaces:	X		
(a) allow ease of movement for wheelchair users?	X		
(b) avoid light reflection and sound reverberation?	X		
D08. Do textured surfaces convey useful information for people with impaired vision?			
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	X		Lower case letters 1 ½ inches tall
D10. Are there tactile signs and information for those with impaired vision?		X	
D11. Is the maintenance of these items checked regularly?			
D12. Is lighting designed to meet a wide range of needs?	X		
D13. Is sufficient circulation space allowed for wheelchair users?	X		
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	X		



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D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		
D16. Are all areas for assembly/meeting equipped with an induction loop system?		X	Portable induction loop on order
D17. If the use of an induction loop system is precluded is an infra-red system in place?		X	
D18. Is the functioning and operation of the induction loop or infra-red system checked regularly?		X	
D19. Is a minicom available for use by people with hearing disabilities?		X	Email and text messaging used

**General notes**



**E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting?		X	
E02. Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight?	X		Steps yes, ramp no – see below
E03. Is any level change clearly lit?	X		
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable?	X		Steps yes, ramp no – see below
E05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	X		
E06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?		X	See below
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]			
E08. Are steps available as an alternative to any ramp or ramped surface?	X		

**General notes**

E2, 4 – part of feasibility study

E6 – signs on order to indicate ramp

E6 – ramp surface not slip resistant when wet – part of feasibility study



**F - DOORS**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
F01. Do the doors serve a functional/safety purpose?	X		
F02. Can they be readily distinguished?	X		
F03. If glass, are they visible when shut?	X		
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	X		
F05. Does the clear opening width permit wheelchair access?	X		
F06. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?			
F07. Is any door furniture/handle at a height for standing/sitting use?		X	See below
F08. Are door/handles clearly distinguished?	X		
F09. Can the door furniture/handles be easily operated/grasped?	X		
F10. If door closers/mechanisms are fitted do they provide the following:			
(a) security linkage?	X		Some
(b) delay-action closure?	X		Some
(c) slow-action closure?	X		Some
(d) minimum closure pressure?	X		Some
F11. Is door/mechanism function checked regularly?	X		

**General notes**

F7 – doors have double hands which are for pupil safety, however these are currently being replaced with electronic swipe pass card lock



## G - LAVATORIES

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
G01. Is WC provision made for people with disabilities?	X		
G02. Do all lavatory areas have slip-resistant floors?	X		
G03. Are they easy to distinguish by colour contrast from walls?	X		
G04. Are all fittings readily distinguishable from their background?	X		See below
G05. Are all door fittings/locks easily gripped and operated?	X		
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	X		See below
G07. Is provision made for wheelchair users? If so:	X		
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc?	X		
G09. Is the location clearly signed?	X		
G10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	X		
G11. Are the door fittings/locks and light switches easily reached and operated?	X		
G12. Is there an emergency call system and is someone designated to respond?	X		
G13. Can the emergency call system be operated from floor level?	X		
G14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	X		
G15. Are the fittings arranged to facilitate these manoeuvres?	X		
G16. Are handwashing and drying facilities within reach of someone seated on the WC?	X		
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?		X	See below
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	X		



G19. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc., and is any difficulty caused by the activity of service contractors?	X		
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**General notes**

G4 – 2 white fittings around sink are being replaced with dark blue fittings to match fittings around toilet

G6 – standard cubicles do not have solid walls

G17 – tap being replaced

## H – FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?	X		See below
H02. Is it possible for people with disabilities to serve as volunteers?	X		
H03. Are all fittings readily distinguishable from their background?	X		
H04. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	X		
H05. In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		X	See below
H06. Are all relevant locations clearly signed?		X	See below

### General notes

H1 – portable induction loop on order

H1 – reception team undertaking bsl training, currently have MAKATON skills

H5 – staff accommodation – all short comings being addressed in feasibility study

H6 – all short comings to be addressed in feasibility study

## I - INFORMATION

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
I01. Is the building equipped to provide hearing assistance?			See below
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?	X		
I03. Is there a tactile plan or diagram of the building?		X	See below
I04. Are there large-print versions of information about the building/activities available?	X		
I05. Is there 'braille' information available for people with visual disabilities?		X	See below
I06. Is there an 'audio' version of information about the building available?		X	See below
I07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	X		See below
I08. Are all relevant locations clearly signed?		X	See below

### General notes

I1, 7 – reception team undertaking BSL training, currently have MAKATON skills

I3,5,6,8 – all short comings being addressed in feasibility study

I3 – awaiting site map from LA

## J – MEANS OF ESCAPE

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system?		X	See below
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		X	See below
J03. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		X	See below
J04. If refuges are available are they equipped with 'carry chairs'?			
J05. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	X		
J06. Is the evacuation strategy checked regularly for its effectiveness?	X		
J07. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	X		
J08. Are all fire warning devices and detectors checked routinely and regularly?	X		

### General notes

J1,2,3 – shortcomings to be addressed in feasibility study

J2 - exit buttons placed out of reach of pupils to keep them safe – too high for wheelchair users – under discussion with LA in relation to fire safety strategy

## Appendix 2 - LA Accessibility Review 2019

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X	
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 visits, including overseas 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	

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	
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 disabilities; including alarms with both visual and auditory components?	X	
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 disorientating for disabled pupils with visual impairment, autism or epilepsy?	X	
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 and noisy equipment?	X	
Is furniture and equipment selected, adjusted and located appropriately?	X	