**Bolney CEP School
ACCESSIBILITY PLAN**

Checklist

Section 1: How does the school deliver the curriculum:

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

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

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?

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

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<u>Bolney School</u>

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

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