

**Section 1:** How does your school deliver the curriculum?

Question	Y/N	Action / strategies	Resources / timing
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y	Possible new pupil in September 2019 with degenerative visual condition will require staff training as needed, delivered by Support Service for VI	Training in time for Sep 2018.
Are your classrooms optimally organised for disabled pupils?	Y	Class teachers review layout of classroom based on needs of children in the cohort. Adjustments made accordingly.	
Do lessons provide opportunities for all pupils to achieve?	Y	Class teachers plan lessons based on the needs of the group/individuals. See lesson planning / mid-term planning documents	
Are lessons responsive to pupil diversity?	Y	Consideration given to diversity via planning and resources – adjustments made if /as required	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y	Lessons planned with variety of learning experiences and methods of working	
Are all pupils encouraged to take part in music, drama and physical activities?	Y	PP funding used to allow access to music tuition for this group	Ongoing use of PP funding
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y	When appropriate – lessons and learning experiences planned based on individual needs	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y	When appropriate – lessons and learning experiences planned based on individual needs	
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?	Y	When appropriate – lessons and learning experiences planned based on individual needs	
Do you provide access to computer technology appropriate for students with disabilities?	Y	When appropriate – lessons and learning experiences planned based on individual needs	

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y	Adjustments will be made to school visits to enable full participation	
Are there high expectations of all pupils?	Y		
Do staff seek to remove all barriers to learning and participation?	Y	Class teachers plan based on individual needs – see pen portraits and support plans as examples (PP/SEND children)	

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

Question	Y/N	Action / strategies	Resources / timing
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?	Y	Capacity of school set by local authority (PAN of 50) and uses size and layout as a measure. If PAN is increased in the future, these issues will require consideration.	
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?	Y	? toilet facilities in Year 5/6 corridor. Currently not required but may need to consider in future. Access via external doors for wheelchair users require some small step over thresholds.	To be considered as required
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Y	Car park used by staff; walk to school campaign has eased local traffic issues but still requires monitoring	
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?	Y	See examples of fire drills and evacuation times. PEPs used when necessary for individual pupils.	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	N	Not currently required but would be arranged if necessary	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	N	When such pupils are in school, advice from support services is always taken and followed. For example set up of colours on interactive whiteboards.	As required
Are areas to which pupils should have access well lit?	Y		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Y	When such pupils are in school, advice from support services is always taken and followed. Ear defenders provided	As required
Is furniture and equipment selected, adjusted and located appropriately?	Y		

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

Question	Y/N	Action / strategies	Resources / timing
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?	Y	Currently not required (as far as we know) Possible new pupil in September 2019 with degenerative visual condition will require staff training as needed, delivered by Support Service for VI	As required
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?	Y	Various methods of presentation used, including large print, coloured transparencies and audio support as necessary.	
Do you have the facilities such as ICT to produce written information in different formats?	Y		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Y	Support plans reviewed three times per year, including consultation with parents	

