

Halstead Community Primary School

# Halstead CP School

# Accessibility Checklist



Reviewed and approved by the FGB

Signed :

Date : 18<sup>th</sup> November 2015

To be reviewed : November 2017

ACCESSIBILITY CHECKLIST

**WE WILL MAKE REASONABLE ADJUSTMENTS TO THE PHYSICAL, LEARNING AND SOCIAL ENVIRONMENT TO MEET THE INDIVIDUALS' NEEDS OF CHILDREN AND ADULTS, WHEN REQUIRED.**

	<b>Communication &amp; Interaction Learning &amp; Behaviour</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>
<b>Curriculum adaptation</b>	Differentiated teaching, with reference to: <ul style="list-style-type: none"> <li>• QCA Curriculum Guidance</li> <li>• Curriculum 2000 Inclusion statement</li> </ul> Differentiated assessment, e.g. transcript of taped materials, exam modification / papers			
<b>Resources</b>	Age appropriate curriculum resources Basic access technology (hardware and software) e.g. roller-ball mouse, sound field systems.			
		Simple access equipment (adapted scissors, sticky mats, magnifiers, sloping boards, etc)		
		<ul style="list-style-type: none"> <li>• positive images of disability</li> <li>• suitable furniture</li> <li>• duplicate equipment to reduce carrying (texts, etc)</li> </ul>		

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	<p>Individual planning</p> <ul style="list-style-type: none"> <li>• Therapy e.g. working with SALT / Physio- /Occupational- therapist devising program</li> <li>• Life skills e.g. mobility training (KAB)</li> <li>• Social Inclusion e.g. after-school clubs, trips, etc.</li> </ul>			
	<p>Modelling (access to peers and others with similar disabilities)</p> <p>Quiet space – indoor and outdoor</p>			
	<p><b>Communication &amp; Interaction Learning &amp; Behaviour</b></p>	<p><b>Physical Disability</b></p>	<p><b>Visual Impairment</b></p>	<p><b>Hearing Impairment</b></p>
<p><b>Physical Environment</b></p>		<p>Inclusive design</p> <ul style="list-style-type: none"> <li>• Full ground floor access or suitable lifts</li> <li>• Disabled toilet facilities</li> <li>• Parking &amp; entrance</li> <li>• Footpaths, flooring, play areas, and play equipment</li> <li>• Level door handles; lever tap handles; handrails; grab rails</li> <li>• Edge markings on stairs</li> <li>• Storage areas</li> <li>• Suitable lockers</li> <li>• Elimination of tripping hazards</li> </ul>	<p>Lighting</p> <ul style="list-style-type: none"> <li>• All areas, incl. stair-wells</li> <li>• Strip light diffusers</li> <li>• Window blinds</li> </ul> <p>Protective padding, as necessary</p> <p>Contrast architrave around doors</p>	<p>Quiet space for reduced reverberation</p> <ul style="list-style-type: none"> <li>• Reduce hard surfaces</li> <li>• Sound absorbent cladding for ceilings</li> <li>• Sound absorbent cladding to some walls</li> <li>• Carpets in classroom &amp; corridors space</li> <li>• Curtains where possible</li> <li>• Replace noisy old strip lighting</li> <li>• Rubber tips on chairs</li> <li>• Double-glazing</li> <li>• Policy of closing doors</li> <li>• Screens for noisy areas</li> <li>• Consider sound field systems</li> </ul>

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	<b>Communication &amp; Interaction Learning &amp; Behaviour</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>
<b>Support Strategies</b>	<p>Team structures (including parent-partnerships, and Governor involvement);                      Identified responsibilities and routines;                      LSA deployment and identified skill mix to cover and wide range of support needs, e.g. personal care, adaptation of materials;                      Peer support                      Care Plan – for physical disabilities and medical conditions;                      Sharing information;                      Pastoral;                      External services &amp; agencies, e.g. Physical &amp; Sensory Service, RNIB, RNID, advice leaflets, INSET, ongoing support.</p>			

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<b>Policies</b>	Administration of Medicines Admissions Anti-Bullying Behaviour Equal Opportunities & Inclusion Health & Safety Home-School Partnership Agreement Physical Intervention & Restraint (as appropriate) Safeguarding Children SEN			
<b>Monitoring</b>	Admissions Pupil attendance & engagement Individual pupil attainment Out-of-class activities Sanctions, incidents, & exclusions Staff training needs			
	<b>Communication &amp; Interaction Learning &amp; Behaviour</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>
<b>Health &amp; Safety</b>	Fire evacuation procedures, e.g. flashing fire alarms, personal escape plan; Movement around school, e.g. flow systems, one-way stairs, tactile indicators Transport, e.g. clamping for wheelchairs Risk Assessment			

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<b>Training</b>	Equality & Inclusion awareness training (as part of induction) Risk Assessment TDA Standards (see TDA documents and website) Disability specific training – INSET from relevant services and agencies
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