



<b>How does your school deliver the curriculum?</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
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		

<b>Is your school designed to meet the needs of all pupils?</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
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	Alarms only have auditory components. Staff will assist any children who require extra assistance as a result of an alarm sounding.
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		
<b>How does your school deliver materials in other formats?</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
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?	X		Where needed. LSAs will request materials in appropriate formats.
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?	X		
Do you have the facilities such as ICT to produce written information in different formats?	X		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X		