

ACCESS PLAN CHECKLIST ROSLEY CE SCHOOL

Name(s) of Inspector(s): Jo Tinniswood/Abi Drago Date of Inspection: May 2025

	Yes No N/A	Remedial Action	Responsibility	Priority	Costs	Date Completed
PHYSICAL ACCESS						
<i>Layout of school allows access for all pupils:</i>						
Academic areas including classrooms, hall, library	Y					
Sporting areas e.g. Village hall, pavilion, outdoor areas	Y					
Social areas e.g. dining hall, reception	Y					
Play areas e.g. playground, field, FS area	Y	Portable ramp needed if wheelchair access required	JT	L		
Pupil arrival and dispersal areas e.g. village hall car park	Y					
General e.g. signs, décor, lighting, alarms	Y					
CURRICULUM ACCESS						
Teachers & TAs have the necessary training to teach and support pupils with a range of disabilities	Y	Specific training to be undertaken as and when necessary. Ongoing input through CPD on High Quality teaching and Removing Barriers to Learning with SENDCo.	JT/AD	M		
Classrooms are optimally organised for disabled pupils	Y					
Lessons provide opportunities for all pupils to achieve	Y					
A wide range of resources are used to provide opportunities for all pupils to achieve	Y					
Teacher & TA time is timetabled and planned for, to ensure it is used effectively in helping pupils achieve.	Y					
All pupils are encouraged to take part in the full range of curriculum subjects, as well as enrichment activities.	Y					

	Yes No N/A	Remedial Action	Responsibility	Priority	Costs	Date Completed
Staff recognise and plan for the additional time and effort needed by some pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Y					
All staff plan for additional time required by some disabled pupils to use equipment	Y					
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	Y					
Staff are aware that ICT equipment can be fitted with additional software/hardware to allow access for disabled pupils	Y					
School visits are accessible to all pupils, regardless of attainment or impairment	Y					
All staff have high expectations for all pupils	Y					
All staff strive to remove barriers to learning and participation	Y					
ACCESS TO INFORMATION						
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	Y					
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans size 12 or larger on buff paper	Y					
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Y					
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	Y					

ACCESS PLAN EVIDENCE ROSLEY CE SCHOOL

Name(s) of Inspector(s): Jo Tinniswood/Julie Paisley Date of Inspection: 6 July 2022

	EVIDENCE
PHYSICAL ACCESS	
<i>Layout of school allows access for all pupils:</i>	
Academic areas including classrooms, hall, library	<p>There are no barriers to access caused by doorways, stairs and steps. Pupils who use wheelchairs can move freely around school.</p> <p>Doors which have a spring to make them shut automatically can be hooked or wedged open to allow wheelchairs to pass through (but must be unsecured immediately afterwards if they are fire doors).</p> <p>Doorways, corridors and walkways are kept clutter-free.</p> <p>Doors and handles are contrasting colours.</p> <p>Accessible toilet available.</p>
Sporting areas e.g. Village hall, pavilion, outdoor areas	<p>Access to and within the Village Hall is unimpeded by doorways, stairs and steps.</p> <p>Access to the school field is unimpeded by doorways, stairs and steps. The pavilion has a ramp for wheelchair access.</p>
Social areas e.g. dining hall, reception	<p>There are no barriers to access caused by doorways, stairs and steps.</p> <p>Ensure that dining tables are placed far enough apart to allow wheelchair access when necessary.</p>
Play areas e.g. playground, field, FS area	<p>Pathways around school are safe and clutter-free.</p> <p>Ramped entrances at the front and cloakroom doors ensure wheelchair access.</p>
Pupil arrival and dispersal areas e.g. village hall car park	<p>Parking arrangements are logical and safe when used correctly by parents</p> <p>Wooden gates allow wheelchair and pram access. Larger blue gate can be used if wider access is needed.</p>
General e.g. signs, décor, lighting, alarms	<p>Signs are uncomplicated, and unambiguous.</p> <p>School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.</p> <p>All areas are well lit.</p> <p>Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.</p> <p>Furniture and equipment selected, adjusted and located appropriately.</p>
CURRICULUM ACCESS	
Teachers & TAs have the necessary training to teach and support pupils with a range of disabilities	Staff CPD File records training undertaken by staff in relation to specific needs within the setting.
Classrooms are optimally organised for disabled pupils	Staff arrange furniture and resources to serve the needs of pupils within the setting.

	EVIDENCE
Lessons provide opportunities for all pupils to achieve	Strategies used are highlighted in planning and Support Plans
A wide range of resources are used to provide opportunities for all pupils to achieve	Resources used are highlighted in planning and Support plans
Teacher &TA time is timetabled and planned for, to ensure it is used effectively in helping pupils achieve.	The roles of the adults within the setting are highlighted in planning and Support Plans
All pupils are encouraged to take part in the full range of curriculum subjects, as well as enrichment activities.	Evidenced in planning and Support Plans, photographs of class and school events, pupil questionnaires
Staff recognise and plan for the additional time and effort needed by some pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Evidenced in planning and Support Plans Access arrangements are made for children accessing assessments
All staff plan for additional time required by some disabled pupils to use equipment	Evidenced in planning and Support Plans
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	Evidenced in planning and Support Plans
Staff are aware that ICT equipment can be fitted with additional software/hardware to allow access for disabled pupils	Evidenced in planning and Support Plans
School visits are accessible to all pupils, regardless of attainment or impairment	Evidenced in planning, Support Plans, risk assessments
All staff have high expectations for all pupils	Evidenced in planning, Support Plans, pupil work, photographs of class and school events, pupil questionnaires, parent questionnaires
All staff strive to remove barriers to learning and participation	Evidenced in planning,-Support Plans, pupil work, photographs of class and school events, pupil questionnaires, parent questionnaires
ACCESS TO INFORMATION	
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing-impaired learner.	Liaison with Cumbria Deaf Association re pupils and parents with hearing difficulties - https://www.cumbriadeaf.org.uk/
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans size 12 or larger on buff paper	Examples of letters sent to parents Pages on school website

	EVIDENCE
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Liaison with Cumbria Deaf Association re pupils and parents with hearing difficulties - https://www.cumbriadeaf.org.uk/
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	Methods of presentation are highlighted in teacher planning, notes for meetings etc