Ordinarily Available: BERA

Environmental Audit for School and Classrooms
(Premise Officer, staff in school, SLT and SENDCo)

The Audits provide schools with a tool to evaluate their compliance and obligation to the Equalities Act 2014 and Health and Safety guidance for classrooms.

[Risk management: Health and Safety checklist for teaching and support staff in classrooms (hse.gov.uk)](https://www.hse.gov.uk/risk/classroom-checklist.htm).

# What are reasonable adjustments and how do they help disabled pupils at school?

**‘**All pupils should be helped to fulfil their potential. Reasonable adjustments can help level the playing field by minimising the disadvantages that pupils with disabilities might face compared with their peers.’

For example, preventing a disabled pupil on crutches from going out at break time because it would take too long to get out and back would be considered discriminatory.

It’s recommended that the reasonable adjustments are regularly reviewed to make sure that they’re effectively helping your child while at school. The support should be adjusted if your child’s needs have changed.

For children on the school Special Education Needs (SEN) register, these reviews will take place as part of the regular SEN reviews and will be recorded as usual.

This is separate to requirements related to physical changes that make a building accessible, such as disabled toilets.

# What are some examples of reasonable adjustments?

Treating disabled pupils equally might mean doing things differently for them. Here are just some of ways schools can prevent disabled pupils facing disadvantage. For example:

* a pupil with a visual impairment sits at the back of the class to accommodate their field of vision.
* a healthy snacks policy is adjusted for a pupil with diabetes who needs a high-calorie snack at breaktime.
* school uniform is adapted for a pupil who has an allergy to synthetic material or severe eczema.
* special communication systems like traffic light cards are put in place for a pupil who needs extra time to complete a task.
* a pupil with dyslexia who struggles to write on white paper uses different coloured paper.

| ****Whole School Environment Overview Checklist with SEND focus**** | ****observed**** | ****Comments**** | ****Possible Actions (if needed)**** |
| --- | --- | --- | --- |
| Furniture in classrooms and dining area is the correct sized for pupils and adults |  |  |  |
| Staff are aware of possible trip hazards such as coats on the floor |  |  |  |
| Trip Hazards are reported and fixed in a timely manner |  |  |  |
| Glare and reflections on surfaces (e.g. display boards) are reduced or minimised e.g. blinds are used or anti glare film is applied to a surface |  |  |  |
| Rooms are well lit and where fluorescent lights are used these are checked regularly |  |  |  |
| Corridors are kept clear with sufficient space for those using them including those in wheelchairs |  |  |  |
| Classrooms are kept in an orderly and uncluttered manner with sufficient room for movement of pupils in the room  |  |  |  |
| Acoustics of the room or area: minimise additional noise e.g. rubber stoppers on chairs  |  |  |  |
| Wires are hidden or kept tidy around computer equipment and other electronic equipment |  |  |  |
| Good contrast between steps. |  |  |  |
| Good contrast between furniture and flooring |  |  |  |
| Good contrast between walls and radiators, bathroom fittings, wall fittings (plugs), etc. |  |  |  |
| Signage: is accessible, clear, consistent in style, braille is used below signage or on doors |  |  |  |
| Toilets: where needed alternative arrangements are in place e.g. a toilet without a hand dryer |  |  |  |
| Entrances, doorways, stairs/lifts are made accessible e.g. automatic doors |  |  |  |

# Teacher, SENCo and Senior Management Sensory Audit for in class and curriculum-based activities

|  | **Observed** | **Comments** | **Actions if needed** |
| --- | --- | --- | --- |
| Seating position: pupils are seated according to their needs |  |  |  |
| Seating alternatives are available, such as, wobble cushions, bean bags, exercise balls. |  |  |  |
| Background noise is reduced e.g. doors are shut, projectors turned off when not in use |  |  |  |
| Whole class are able to see the teacher when instructions are given |  |  |  |
| Whole class can see the board and there is no glare |  |  |  |
| Resources and equipment are well organised and maintained |  |  |  |
| Visual support: timetables, task plans, reward systems etc are accessible to the pupils and consistent in style and language |  |  |  |
| Accessible classrooms e.g. space between desks allows for movement of all pupils |  |  |  |
| Low distraction work space is available to those that need this |  |  |  |
| Dinner halls and queuing:Where needed alternative arrangements are in place |  |  |  |
| Corridors: where needed pupils can leave their lesson earlier/later to avoid crowds |  |  |  |
| Sensory and attentional differences are accommodated through the used and availability of: ear defenders, tangles, chewellry, TheraBand around chair legs, etc. |  |  |  |
| Smells within the environment. Staff are aware of smells that may cause pupils distress and minimise these e.g. pupil is allocated classroom furthest from the dining hall  |  |  |  |
| Alternatives or adaptations are available for those with sensory sensitive to touch e.g. alternatives to uniform such as Velcro ties, wearing disposable gloves when cooking |  |  |  |
| A quiet space is available to support sensory/emotional regulation |  |  |  |
| Medical Plan include building accessibility for pupils who require this |  |  |  |