**SCHOOL INCLUSION ASSESSMENT CHECKLIST AND ACTION PLAN**

Name of School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Section 1 - Infrastructure accessibility** | | | | | | | |
| **Rating for Section 1:**  **0 = does not meet specifications, 1 = partially meets specifications, 2 = fully meets specifications** | | | | | | | |
| **Entry/exit/circulation** | | **Rating** | **Notes** | | | | |
| 1 | There are no obstructions (parked vehicles, manholes, potted plants, steps, ditch) blocking the gate/ entrance/exit to the school 4.1 |  |  | | | | |
| 2 | The gates and connecting paths are wide enough (approximately 150cm wide) to allow entry and connection to key destinations in the compound (classroom, toilets, library, headteacher’s office, assembly area) for a wheelchair user |  |
| **Playgrounds** | | **Rating** | **Notes** | | | | |
| 3 | The playground is level and easily accessed by all children with disabilities |  |  | | | | |
| 4 | The playground is free from hazards, which could be a challenge for children who are blind or visually impaired |  |
| **Ramps** | | **Rating** | **Notes** | | | | |
| 5 | There is a ramp next to the staircases and steps |  |  | | | | |
|  | The ramp meets the following specifications: | **Ramp 1** | **Ramp 2** | **Ramp 3** | **Notes** | | |
|  | Note the location of each ramp |  |  |  |  | | |
| 6 | Gradient no steeper than 1:122 (angle of 4.8 degrees) |  |  |  |  | | |
| 7 | Width of the ramp is a minimum of 120cm |  |  |  |
| 8 | Continuous handrails, on both sides, at a height of 760mm-900mm from the floor |  |  |  |
| 9 | Landing of 150cm x 150cm at the turning of the ramp |  |  |  |
| 10 | Surface of the ramp anti-slip/matte finish |  |  |  |
| 11 | Edge protection on both sides of the ramp to prevent wheelchairs from falling off |  |  |  |
| **Steps / staircases** | | **Steps 1** | **Steps 2** | **Steps 3** | **Steps 4** | **Notes** | |
| Note the location of the steps | |  |  |  |  |  | |
| 12 | There are continuous handrails, on both sides |  |  |  |  |  | |
| 13 | Handrails are easy to grip |  |  |  |  |
| 14 | Handrails painted in colours contrasting with the wall colour to be easily identifiable by children with low vision |  |  |  |  |
| 15 | Steps do not have a nosing (Step edge protrudes) |  |  |  |  |
| 16 | Step edges are a different colour or texture to be easily identifiable by children with visual impairments |  |  |  |  |
| 17 | There are no open gaps in between the step risers |  |  |  |  |
| 18 | The step risers are 15cm or less |  |  |  |  |
| **Corridors** | | **C/dor 1** | **C/dor 2** | **C/dor 3** | **Notes** | | |
| Note the location of the corridor | |  |  |  |  | | |
| 19 | The minimum unobstructed width of corridor is at least 120cm |  |  |  |  | | |
| 20 | The floor is level |  |  |  |
| 21 | There is sufficient lighting |  |  |  |
| **Signage** | | **Rating** | **Notes** | | | | |
| 22 | There is signage indicating the locations of classrooms and other school facilities such as the toilets |  |  | | | | |
| 23 | Classroom and bathroom signs are in Braille |  |
| 24 | Signs are in text and use pictograms/symbols |  |
| 25 | Signs are hung at a height of 100cm-160cm from the floor |  |
| 26 | There are signs for girls’ and boys’ general and accessible toilets |  |
| 27 | Emergency exits are clearly marked with directional arrows |  |
| **Assembly area** | | **Rating** | **Notes** | | | | |
| 28 | The floor is level |  |  | | | | |
| 29 | There is sufficient lighting |  |
| 30 | The doors can easily be opened and closed by all children |  |
| 31 | The threshold (door sill), is no more than 1cm high and bevelled (merged with gentle slope) |  |
| **Classrooms** | | **Room 1** | **Room 2** | **Room 3** | **Room 4** | **Room 5** | **Notes** |
| Note the location of the classroom | |  |  |  |  |  |  |
| 32 | The doors can easily be opened and closed by all children |  |  |  |  |  |  |
| 33 | Classroom chalkboards are either green or black for colour contrast |  |  |  |  |  |
| 34 | The lower edges of green/black chalkboards are not above 50cm from the floor so children using wheelchairs can access them |  |  |  |  |  |
| 35 | Children are able to open and close all windows |  |  |  |  |  |
| 36 | There is sufficient lighting so children can navigate the room and see the board from all seats |  |  |  |  |  |
| 37 | Children using wheelchairs can pass through the doorway and circulate freely through the room |  |  |  |  |  |
| **Drinking water/handwashing areas** | | **Area 1** | **Area 2** | **Area 3** | **Notes** | | |
| Note the location of the area | |  |  |  |  | | |
| 38 | [The area for drinking water is well maintained with a level surface](file:///C:/Users/gmackay/Sightsavers/DID%20Sightsavers%20-%20Documents/DID%20Kenya%20portfolio/TO20/TO20%20consortium%20folder/05.%20MEL/Tools/Accessibility%20and%20Inclusion%20Assessments/Format%20edited.xlsx#RANGE!#REF!) |  |  |  |  | | |
| 39 | Children using wheelchairs can access the taps / buckets |  |  |  |
| 40 | The taps (if applicable) have lever type handles |  |  |  |
| **Toilets** | | **Toilet block 1** | **Toilet block 2** | **Toilet block 3** | **Notes** | | |
| Note the location of the toilet block | |  |  |  |  | | |
| 41 | The toilets are accessible for children with sensory impairments ( e.g. tactile markings on the floor and braille signage ) |  |  |  |  | | |
| 42 | Wheelchair users can pass through the doorway (wide enough and level) |  |  |  |
| 43 | There are separate toilet cubicles (one each in boys’ and girls’ toilets) for children with disabilities |  |  |  |
| 44 | The size of the accessible toilet cubicle is a minimum of 200cm x 220cm |  |  |  |
| 45 | There is a sufficient wheelchair manoeuvring space of 150cm x 150cm around the toilet and washbasins |  |  |  |
| 46 | The washbasin/bucket is within reach of children using wheelchairs |  |  |  |
| 47 | There are transfer grab bars (L-shape on the wall side and U shape on the open side of the toilet) installed near the toilet |  |  |  |
| 48 | The grab bars are at a height of 70cm-80cm from the floor |  |  |  |
| 49 | The toilet flush is easy to reach and operate |  |  |  |
| 50 | The toilet door opens outwards |  |  |  |
| 51 | There is a toilet seat at a similar level to a wheelchair |  |  |  |
| 52 | There is sufficient lighting |  |  |  |
| **Section 2 - Communication accessibility** | | **Rating** | **Notes** | | | | |
| **Rating for Section 2:**  **0 = not available/provided, 1 = insufficient number of resources available / provided, 2 = resources available and provided** | | | | | | | |
| 53 | Materials are provided in a multiple formats to suit learners with different needs (i.e. large print, braille, picture support etc) |  |  | | | | |
| 54 | Information is provided for parents and caregivers in multiple formats |  |
| 55 | Text books are provided in multiple formats (braille/ large print, picture support etc) |  |
| **Section 3 - Material & equipment accessibility** | | **Rating** | **Notes** | | | | |
| **Rating for Section 3:  0 = not available/provided, 1 = insufficient number available, 2 = resources available and used** | | | | | | | |
| 56 | Toys/learning materials provide play and learning opportunities for a range of child developmental areas (physical, cognitive, communication, social/emotional, moral/spiritual) and a range of ages |  |  | | | | |
| 57 | There are a range of accessible teaching and learning materials for children with a range of needs for example: • Resources – accessible resources for engagement in learning/play  • Types of resources: pictures and objects, audio books, braille, e-readers, large print/big books, videos with captioning, web content accessibility, communication boards using picture symbols, day planners/schedules, written resources, tactile materials ( mention examples in the notes) |  |
| 58 | The furniture (tables and chairs) is easily moveable to allow different shaped seating i.e. small group, circle etc |  |
| 59 | There are adaptable seats for children needing it (eg with additional support, foot rests, straps etc) |  |
| 60 | There are adaptable tables for children needing it Eg different heights |  |
| 61 | There are assistive devices for children with disabilities needing it i.e. crutches, wheelchair, hearing aids, pencil grips,…( mention examples in the notes) |  |
| **Section 4 - Human resources accessibility** | | **Rating** | **Notes** | | | | |
| **Rating for Section 4:** **1 = no / no information, 2 - yes but not observed or documented, 3 = yes but limited / on ad hoc basis, 4 = yes, consistently / regular basis** | | | | | | | |
| 62 | Staff have received training on inclusion |  |  | | | | |
| 63 | Staff have been trained on simple communication skills for children with different impairments adapting own language/pace using pictures and gestures, low tech communication aids such as communication board or book, big format, easy to read materials and soft copy access) |  |
| 64 | Staff have capacity to support children with specific additional needs i.e. use of staff to support independence and help children to fully engage in activities (eg one-to-one support provided), making use of parent helpers in this role), financial resources available, inclusive materials and training of staff |  |
| 65 | There are qualified resources within the school environment (e.g. special teachers, persons with disabilities) to support children with disabilities |  |  | | | | |
| 66 | There are partnerships with organisations with special skills i.e. OPDs |  |  | | | | |
| 67 | There is a clear process within the school for reporting procedures of child abuse or other child protection issues |  |  | | | | |
| 68 | There is involvement and engagement of families with children with disabilities e.g. events for families to network and access support services (eg coffee morning); spaces for families to speak to project workers to meet; monitor practice to ensure that families are actively involved support services |  |  | | | | |
| 69 | Parents-teachers associations (PTA) and school management committees (SMC) have been sensitised to inclusion |  |
| 70 | There is a parent of children with disabilities on the board of SMC/PTA |  |
| 71 | Children with disabilities are referred to EARC as appropriate |  |  | | | | |
| 72 | Children with disabilities are supported as necessary with travel to and from school |  |  | | | | |
| 73 | The school an inclusive policy/chart/vision |  |  | | | | |
| 74 | The school has anti-bullying policy and case reporting and management system inclusive of children with disabilities |  |  | | | | |
| 75 | The infection control procedures for the school are inclusive of children with disabilities (health & safety committee in school) |  |  | | | | |

**Rating**

Score of Section 1 - Infrastructure accessibility \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Score of Section 2 - Communication accessibility \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Score of Section 3 - Material & equipment accessibility \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Score of Section 4 - Human resources accessibility \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **ACTION PLAN** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Responsibility rating: 1 = School, 2 = Organise help from community, 3 = Lobby Ministry of Education, 4 = Other (clarify) | | | | | | |
| **No.** | **Action Identified** | **Where** | **Responsibility** | **Due date** | **Status – year 1** | **Status – year 2** |
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