



KS 1/2 Lesson Three – Accessibility in Schools

Aim

For pupils to begin to understand the importance of access for disabled children.

Learning Outcomes

This activity offers the pupils a chance to take part in a planned process of survey, investigation, and follow up with work with discussion and analysis, whilst learning about the importance of accessibility for disabled people.

PSHE1: 1d-e, 2a-b, 2e-f, 2h, 4b-c, 5c, 5f-g.

ICT1: 1a-b, 2a-b, 3a-b, 4a-c, 5a.

ARTD1: 1a-b, 2b-c, 3a-b, 5a-c.

GEOG: 1a-c, 2b, 2e, 4a, 5b, 7b.

PSHE2: 1a, 2a, 2d-e, 4a, 4f, 5a-c, 5g.

ICT2: 1a-c, 3a-b, 4a, 4c, 5a-b.

ARTD2: 1a-c, 2b-c, 3a, 5b-c.

GEOG2: 1a-b, 1e, 2b, 2e-g, 7c.

HE-SH: C3.

ES-PS-PN: B1, D1.

ES-PS-RR: A1, C2, D1, D3.

Activity

Explain to the group that independent movement can have a dramatic effect on disabled children, often taking them from isolation to inclusion and giving them the chance to join in with friends and family.

However, one barrier created by society is the lack of access that means that even when a disabled young person has independent mobility through their wheelchair they may still face obstacles that stop them being able to carry out everyday activities.

Please refer to the 'Accessibility Survey' worksheet and provide each pupil with a copy.

Split the class into groups and assign each one an area of the school grounds.

Following the instructions on the sheet, encourage pupils to note down all the data they collect on their activity sheet.



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The pupils should then present their findings for a class discussion. This could be by:

- compiling a report on 'how we can make our school more accessible'
- creating a scale drawing or map of the school
- making a comparison bar chart (e.g. actual width of door compared with 'ideal' width for a wheelchair)
- producing an annotated drawing of their classroom
- designing a school access guide, with route planning for wheelchair users.

Encourage pupils to assess the usefulness of each piece of work produced and also to take responsibility for devising and implementing ways of improving their school grounds.

Whizz-Tipz

- Ask pupils to design a multi-purpose wheelchair or a wheelchair accessory e.g. mobile phone holder or a rucksack. We'd love to see the final designs!
- One of Whizz-Kidz' key objectives is to bring out change for disabled people through government lobbying. The class may be interested in reporting their findings to their local MP, Education Authority or forwarding the information to Whizz-Kidz.
- Useful websites are listed below.
 - Whizz-Kidz - www.whizz-kidz.org.uk
 - Disability Rights Commission - www.drc-gb.org.uk
 - Information & services for disabled people - www.yourable.com
 - Centre for Accessible Environments - www.cae.org.uk
 - Royal National Institute of the Blind (RNIB) - www.rnib.org.uk

Whizz-Factz

- The Disability Discrimination Act (known as the DDA) is an important piece of legislation. It is particularly topical for schools in 2005.
- For schools, an amendment by the Special Educational Needs and Disability Act (SENDA) came into effect in September 2002, which required schools to ensure that they do not discriminate against disabled people.
- In September 2005 schools will have to make reasonable physical changes, such as providing ramps.