

Gymnasium

Accessibility means ensuring that the entire school environment—classrooms, library, playground, restrooms, cafeteria—are designed for every learner. This is a key condition for enabling students with physical, visual, auditory, and intellectual disabilities to navigate and learn independently. Utilizing a whole child approach to plan for students with visual impairment helps to confirm that everyone’s needs are addressed, including those of staff and students. Building teams can use the following components to guide discussions about planning to support environmental access.

- Read each component and indicate a Yes, No, or Unsure response.
- Take turns sharing observations and ideas.
- Note possible safety and accessibility problems.
- Suggest specific changes or supports that would help.
- Identify any additional components that need to be addressed.
- Document who will follow up and by when.

Universal Components

Table 1 Universal Points

Points	Yes	No	Unsure
1. Opportunities to get familiar with the gym before the start of the school year are made available.			
2. Signage is clear and accessible for visual and non-visual users.			
3. Lighting in the space, including overhead and windows, can be adjusted throughout the day to meet student need.			
4. Directions are provided using multiple modalities including verbal, visual, and tactile demonstrations.			
5. Lesson planning includes consideration for addressing any potential barriers (e.g., physical, social, sensory) that may prevent student participation.			
6. Safety plans (e.g., fire, tornado, lockdown) for the space are accessible and have been shared with students.			
7. Teachers understand how to adapt equipment, instruction, and the environment to meet student needs.			
8. Lesson plans are shared with classroom teachers and intervention specialists in-advance to address any necessary pre-teaching of vocabulary or concepts.			

Points	Yes	No	Unsure
9. Training for building staff includes disability etiquette and awareness to promote positive school culture and climate.			
10. Training for building staff includes how to identify that a student may need help along with opportunities to practice offering assistance that respect student preference and honor autonomy.			

Targeted Components

Table 2 Targeted Points

1. Staff understand how the documented visual impairment impacts student accesses to lesson content and the environment.			
2. Staff and students understand the importance of using descriptive language and the use of names when addressing students during in-class and group activities.			
3. Consultation from a Teacher of the Visually Impaired is required to support planning, instruction, and address safety for the student.			
4. Accommodations and modifications are integrated into lesson planning to encourage full participation.			
5. The need for orientation & mobility training for the gym has been determined.			
6. Restrooms and locker rooms are accessible with practices in place to reduce clutter for safety.			
7. Stair edges are clearly marked to assist with location and depth perception concerns.			
8. Staff are given an opportunity to ask questions about considerations for working with a student with visual impairment including how to address safety, encourage engagement, and support independence.			
9. Clear points of contact for accessibility concerns have been determined and shared for student self-advocacy.			
10. Regular check-ins with the student are scheduled regarding preferences and accommodation effectiveness.			
11. Other concerns or feedback that need to be discussed and noted in planning documents being used by the team.			