

ACCESSIBILITY AUDIT

Based on the United Methodist Church's accessibility manual

With many thanks to the United Methodist Church, who permitted us to freely use material from their comprehensive accessibility manual:

Accessibility Audit for Churches, 2nd edition
edited by the Rev. Kathy N. Reeves.

Remember, everyone whether they live with a disability or not, is unique. Therefore, it is impossible to make universal decisions about what accommodations will be completely welcoming to everyone. As with all reciprocal relationships, it is always important and appropriate to ask the people being welcomed what will work for them.

RELIGIOUS EDUCATION

yes no

- 1. Are RE classrooms accessible to people with mobility difficulties?
- 2. Are people with mobility impairments encouraged to participate in RE programs and to be RE teachers ?
- 3. Are children with physical and mental disabilities made welcome in the RE classes?
- 4. Have teachers and children explored their own attitudes toward people with disabilities?
- 5. Are classrooms well enough lighted so that people with visual impairments can see their work?
- 6. Are there wheelchair accessible writing surfaces (a minimum of 27 inches of clearance for wheelchair knee space)?
- 7. Do RE restrooms (or buildings) have wheelchair accessible rest rooms?
- 8. If RE curricula involve reading certain materials outside class, are alternative forms of the material (e.g. Braille, larger print, audio-

cassette formats) available on request for teachers and/or students?

- 9. Are there volunteers who are willing to read or tape-record written material for RE students or teachers who cannot access the material in printed format?
- 10. Are RE activities chosen that are accessible for all learners (e.g. people who have mobility limitations, visual limitations, etc)?
- 11. Is a qualified sign language interpreter available with advance request for people who depend on sign language for communication?
- 12. Are videotapes and films used in RE provided with closed or open captioning or accompanied by a printed text copy?
- 13. Has any space used as a classroom been equipped with a portable or permanent assistive listening system (e.g. FM, audio-loop, or infra-red system) for people who are hard of hearing?
- 14. Is someone, such as a teacher's aide or student available to help people who may need assistance with projects?