

# Consider mobility needs and flexible options to support equitable access, navigation, and full participation

A suggestion for implementing the strategy

'Design for all from the outset' from the

Guide: [ILEs](#)

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## **Includes:**

Reduce physical barriers

Future-proof equitable access

Maintain predictable pathways

Support access and engagement

Ease of movement

Useful resources

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Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Design for all from the outset](#)

Suggestion: [Consider mobility needs and flexible options to support equitable access, navigation, and full participation](#)

Date

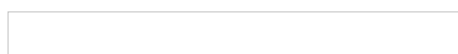
21 January 2019

Link

[www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/consider-mobility-needs-and-flexible-options-to-support-equitable-access-navigation-and-full-participation](http://www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/consider-mobility-needs-and-flexible-options-to-support-equitable-access-navigation-and-full-participation)

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## Reduce physical barriers



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Wide ramps and double doors ensure easy access for all. Build ramps to support equitable and predictable access to internal and external environments from the outset.

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# Future-proof equitable access

Plan for the diverse mobility needs of your learners and your community from the outset.

Key considerations include:

unisex accessible toilets, positioned around the school for both adults and children

outdoor play areas designed for students of varying sizes and weights, that can be accessed by students using wheelchairs or other mobility aids

adjustable working surfaces, such as lab stations, desks, and workbenches, that students can adjust to the height required

an area with no curbing for pick-up and drop-off

vertical access to all areas of the school, supported by ramps and if needed, lifts

motion-sensitive main entrance doors

a low front desk in the reception area where children and people with wheelchairs can easily be seen and welcomed

corridors and doorways that are wide enough for wheelchair users

height of windows and windows in doors, enabling wheelchair users to see through.

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## Maintain predictable pathways



Source: [Sarah Martin](#)

Source:

[Sarah Martin](#)

<http://sarahmartin74.blogspot.co.nz/2011/06/modern-learning-environments-some.html>

[View full image \(52 KB\)](#)

Maintain predictable, accessible pathways for circulation within and between learning spaces.

Consider those with visual and mobility needs.

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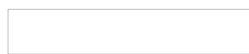
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## Support access and engagement



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

**Source:**

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Consider window shades, lighting, and seating to optimise conditions for visual communication. Use diffused lighting to reduce glare and eyestrain.

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## Ease of movement



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

**Source:**

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Smooth surfaces, ramps, and the width of corridors and doorways are especially important for wheelchair users. These design features support parents pushing buggies and moving equipment easily.

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## Useful resources

### How physical disabilities can influence learning

Read time: 1 min

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