ACCESS AUDIT CHECKLIST:

Block…Main School ………………………………………………… Date of survey……11/1/18…………

A - APPROACH and CAR PARKING

Consider each question from the perspective of each type of disability:

- **Wheelchair**   - **Visual**
- **Ambulant**   - **Auditory**
- **Dexterity**   - **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
A01.	Is the building within convenient distance of a public highway?	*		
A02.	Is the building within convenient distance of public transport?	*		
A03.	Is the building within convenient distance of car parking?	*		
A04.	Is the route clearly marked/found?	*		
A05.	Is the route free of kerbs?	*		
A06.	Is the surface smooth and slip resistant?	*		
A07.	Is the route wide enough?	*		
A08.	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	*		
A09.	Is it adequately lit?	*		
A10.	Is it identified by visual, audible and tactile information?	*		
A11.	Is there car parking for people with reduced mobility?	*		
A12.	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	*		
A13.	Is the car parking as near the entrance as possible?	*		
A14.	Is the car parking area suitably surfaced?	*		
A15.	Is the route to the building kept free of snow, ice and fallen leaves?	*		
A16.	Is the route level? (ie. no gradient steeper than 1:20 and no steps)	*		

General notes to block:

1

ACCESS AUDIT CHECKLIST:

Block… Main School …………………………………… Date of survey…11/1/18…………….

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
B01.	Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	*		
B02.	Is it wide enough and suitably graded?	*		
B03.	Is the surface slip resistant?	*		
B04.	Are there kerbs and are there edges protected to prevent accidents?	N/A		
B05.	Are there handrails to one or both sides? (delete)	N/A		
B06.	If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?	N/A		
B07.	Are there (alternative) steps? (delete)	*		
B08.	Identified by visual/tactile information?		*	Signage required
B09.	Are there handrails to one or both sides? (delete)	N/A		
B10.	Are ramps and steps adequately lit?	N/A		
B11.	Are treads and risers consistent in depth and height?	N/A		
B12.	Are all nosings marked and/or readily identifiable? (delete)	N/A		
B13.	Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)	N/A		
B14.	If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9	N/A		

General notes to block:

ACCESS AUDIT CHECKLIST:

Block…… Main School ……………………………………… Date of survey…11/1/18.

C – ENTRANCES, INCLUDING RECEPTION

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
C01.	Is the door clearly distinguishable from the facade?	*		
C02.	If glass is it visible when closed?	*		
C03.	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	*		
C04.	Does it have a level or flush threshold, and a recessed matwell? (delete)	*		
C05.	Is there visibility through the door/way from both sides at standing and seated levels? (delete)	*		
C06.	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	*		
C07.	Can the door furniture be used at both standing and seated height? (delete)	*		
C08.	Can it be easily grasped and operated?	N/A		
C09.	If the door has a closer mechanism does it have:			
	(a) delayed closure action?	*		
	(b) slow-action closer?	*		
	(c) minimal closure pressure?	*		
C10.	If the door is power-operated does it have visual and tactile information?		*	
C11.	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	*		
C12.	If there is a lobby, do the inner and outer doors meet the same criteria?	*		
C13.	Do lobby layouts enable all users to clear one door before going through the next?	*		
C14.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	*		
C15.	Does the lighting installation take account of the needs of visually disabled people?	*		
C16.	Are floor surfaces:	*		
	(a) slip-resistant, even when wet?	*		
	(b) of a quality that is sympathetic to acoustics – i.e. not so "hard" as to cause acoustic confusion?	*		
	(c) firm for wheelchair manoeuvre?	*		

C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	*		
C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	*		
C19.	Is it fitted with an induction loop?	*		
C20.	If public telephone is available (say at reception, is it, and its instructions):	n/a		
	(a) at a height suitable for all users?			
	(b) equipped with inductive coupling?			
C21.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		*	No tactile map / model

General notes to block:

ACCESS AUDIT CHECKLIST:

Block… Main School …………………………………………… Date of survey…11/1/18……………

D – HORIZONTAL MOVEMENT AND ASSEMBLY			

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	*		
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	*		
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	*		
D04. Is turning space available for w.ch. users?	*		
D05. Do natural and artificial lighting avoid glare and silhouetting?	*		
D06. Are there visual clues for orientation?	*		
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	*		
(b) avoid light reflection and sound reverberation?	*		
D08. Do textured surfaces convey useful information for people with impaired vision?	*		
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	*		
D10. Are there tactile signs and information for those with impaired vision?		*	Signage required
D11. Is the maintenance of these items checked regularly?	*		
D12. Is lighting designed to meet a wide range of needs?	*		
D13. Is sufficient circulation space allowed for wheelchair users?	*		
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	*		
D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?	*		
D16. Are all areas for assembly/meeting equipped with an induction loop system?	*		
D17. If the use of an induction loop system is precluded is an infra-red system in place?	N/A		
D18. Is the functioning and operation of the induction loop or infra-red system checked regularly?			
D19. Are telephones fitted with inductive loop couplers?		*	

D20.	Is a minicom available for use by people with hearing disabilities?	*		

General notes to block:

ACCESS AUDIT CHECKLIST:

Block…… Main School …………………………………… Date of survey……11/1/18………….

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

		Y	N	Notes
E01.	Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture lighting? (delete)	*		
E02.	Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)	*		
E03.	Is any level change clearly lit?	*		
E04.	Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	*		
E05.	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	*		
E06.	Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?	N/A		
E07.	Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	N/A N/A		
E08.	If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?	N/A		
E09.	Are steps available as an alternative to any ramp or ramped surface?	N/A		
E10.	Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)? (delete)	*		
E11.	Platform Lift (delete)	*		
	(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)	* *		
	(b) Is the platform adequate for wheelchair use and manoeuvre.	* *		
	(c) In the event of a power failure does the platform return to lower level?	*		
	(d) Is the equipment maintained and its operation checked regularly?	*		

General notes to block:

ACCESS AUDIT CHECKLIST:

Block… Main School ……………………………………… Date of survey…11/1/18…………….

F - DOORS

Consider each question from the perspective of each type of disability:

- **Wheelchair**   - **Visual**
- **Ambulant**   - **Auditory**
- **Dexterity**   - **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
F01.	Do the doors serve a functional/safety purpose? (delete)	*		
F02.	Can they be readily distinguished?	*		
F03.	If glass, are they visible when shut?	*		
F04.	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)	*		
F05.	Does the clear opening width permit wheelchair access?	*		
F06.	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	*		
F07.	Is any door furniture/handle at a height for standing/sitting use? (delete)	*		
F08.	Are door/handles clearly distinguished?	*		
F09.	Can the door furniture/handles be easily operated/grasped? (delete)	*		
F10.	If door closers/mechanisms are fitted do they provide the following: (delete)			
	(a) security linkage?	*		
	(b) delay-action closure?	*		
	(c) slow-action closure?	*		
	(d) minimum closure pressure?	*		
F11.	Is door/mechanism function checked regularly?	*		

General notes to block:

ACCESS AUDIT CHECKLIST:

Block…… Main School………………………………… Date of survey…11/1/18…………….

G - LAVATORIES

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

	Y	N	Notes
G01. Is WC provision made for people with disabilities?	*		
G02. Do all lavatory areas have slip-resistant floors?	*		
G03. Are they easy to distinguish by colour contrast from walls?	*		
G04. Are all fittings readily distinguishable from their background?	*		
G05. Are all door fittings/locks easily gripped and operated?	*		
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	*		
G07. Is provision made for wheelchair users? If so:	*		
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	*		
G09. Is the location clearly signed?	*		
G10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	*		
G11. Are the door fittings/locks and light switches easily reached and operated?	*		
G12. Is there an emergency call system and is someone designated to respond?	*		
G13. Can the emergency call system be operated from floor level?	*		
G14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	*		
G15. Are the fittings arranged to facilitate these manoeuvres?	*		
G16. Are handwashing and drying facilities within reach of someone seated on the WC?	*		
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	*		
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	*		
G19. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	*		
G20. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	*		

General notes to block:

ACCESS AUDIT CHECKLIST:

Block……… Main School ………………………………… Date of survey…11/1/18……………

H – FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

- **Wheelchair**   - **Visual**
- **Ambulant**   - **Auditory**
- **Dexterity**   - **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
H01.	Is any servery/counter accessible to all users, including those with hearing impairments?		*	
H02.	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	*		
H03.	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?		*	Coffee machine not accessible in staffroom
H04.	Is it possible for people with disabilities to serve as volunteers?	*		
H05.	Are all fittings readily distinguishable from their background?	*		
H06.	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	*		
H07.	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	*		
H08.	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		*	staffroom
H09.	Are all relevant locations clearly signed?		*	Some review of classroom signage needed

General notes to block:

ACCESS AUDIT CHECKLIST:

Block…… Main School ………………………………………… Date of survey……11/1/18………….

I - INFORMATION

Consider each question from the perspective of each type of disability:

- **Wheelchair**   - **Visual**
- **Ambulant**   - **Auditory**
- **Dexterity**   - **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

	Y	N	Notes
I01. Is the building equipped to provide hearing assistance?	*		
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?	*		
I03. Is there a tactile plan or diagram of the building?		*	Information in large print and braille to be produced
I04. Are there large-print versions of information about the building/activities available?	*		
I05. Is there 'braille' information available for people with visual disabilities?		*	
I06. Is there an 'audio' version of information about the building available?		*	
I07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	*		
I08. Where a payphone is provided does it have a hearing aid coupler?		N/A	
I09. Are all relevant locations clearly signed?	*		

General notes to block:

ACCESS AUDIT CHECKLIST:

Block…… Main School………………………………………… Date of survey…11/1/18……………

J – MEANS OF ESCAPE

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
J01.	Is there a visible as well as audible fire alarm system? (delete)	*		
J02.	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	*		
J03.	Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)	*		
J04.	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	N/A		
J05.	If refuges are available are they equipped with 'carry chairs'?	*		
J06.	Is there a 'management evacuation strategy' for staff, students and visitors, and are staff trained in evacuation procedures?	*		
J07.	Is the evacuation strategy checked regularly for its effectiveness?	*		
J08.	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	*		
J09.	Are all fire warning devices and detectors checked routinely and regularly?	*		

General notes to block:

ACCESS AUDIT CHECKLIST:

Block…… Main School…………………………………… Date of survey…11/1/18…………….

K – CURRICULUM AND TEACHING

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

	Y	N	Notes
K01. Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	*		
K02. Do you make the best use of teaching assistants?	*		
K03. Are your classrooms optimally organised for disabled students?	*		
K04. Are lessons responsive to student diversity?	*		
K05.Do lessons involve work to be done by individuals, pairs, groups and the whole class?	*		
K06. Are all students encouraged to take part in music, drama and physical activities?	*		
K07. Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	*		
K08. Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	*		
K09. Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	*		
K10. Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example, some forms of exercise in physical education?	*		
K11. Do you provide access to computer technology appropriate for students with disabilities?	*		
K12. Are school trips, including overseas visits, made accessible to all students irrespective of attainment or impairment?	*		
K13. Do staff, governors and students receive training and education in disability equality issues?	*		
K14. Is everyone made to feel welcome?	*		
K15. Are there high expectations of all students?	*		
K16. Are students equally valued?	*		
K17. Do staff seek to remove all barriers to learning and participation?	*		
K18Do you provide information in large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information? Does the school have an adequate	*		

K19. Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections and describing diagrams?	*		
K20. Do you have the facilities to produce written information in a variety of font sizes?	*		
K21. Do you make use of RNIB guidelines on producing written information in accessible formats?	*		
K22. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	*		
K23. Are the 'responsible body' aware of their duties and responsibilities under DDA?	*		
K24. Do school general plans take account of the duty to make reasonable adjustments?	*		
K25. Does the school have an adequate internal complaints procedure?	*		

General notes to block:

Appendix 1 - Accessibility Plan

Linked to	• **Accessibility Plan**
	• **Appendix 2 – Access Audit 6th Form**
	• **Appendix 3 - Access Audit 2013**

Creation Date	Version	Status
23rd January 2018	1.0	Agreed by the Governing Body
Revision Date		
10th November 20	2.0	Agreed by the Governing Body