



# Whitburn Church of England Academy Accessibility Plan

## **Preface**

The Academy Vision and Values can be found here: <https://www.whitburncofeacademy.org/about-us/academy-ethos.html>

This policy and its associated procedures are based on these key principles and values.

### **Accessibility Plan:**

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments in order to increase access for disabled students to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

### **Mission Statement:**

At Whitburn Church of England Academy, we strive for excellence and aim to help all of our students make appropriate progress. The school is a happy, inclusive community where students work hard in their academic studies and are involved in a wide range of sporting, creative, practical and social activities.

At Whitburn Church of England Academy, we are committed to developing a culture of inclusion, support and awareness within the school.

Whitburn Church of England Academy, in accordance with the Equality Act 2010, defines a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The following accessibility plan has been produced using guidance from the Equality Act 2010, in order to ensure Whitburn Church of England Academy does not discriminate against a student in the way it provides education for the student (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three year period, which will be constantly monitored ahead of the review date.

The Accessibility Plan shows how access is provided for disabled students, staff and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-

- Increase access to the curriculum for students with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that students with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Provide quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum such as participation in school clubs, cultural activities and school trips.
- The provision of specialist or auxiliary aids and equipment, which may assist students in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment
- Provide delivery of written information to students, staff, parents and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents. Where appropriate this document will be reviewed in consultation with the local Diocese and relevant experts.

## **1. Aims**

- Increase access to the curriculum for students with a disability
- Maintain access to the physical environment
- Improve the delivery of written information to students

## **2. Current good practice**

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible students. The Academy works very closely with all parents to establish an effective relationship where the welfare and progress of the child is central. The Academy is also committed to effective multi-agency intervention. Data regarding students' needs is regularly reviewed with parents/carers of students to ensure alterations are accurate and needs are addressed

## **Physical Environment**

All students are given the opportunity to participate in a range of in class and extra –curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for students with social/interaction impairments, afterschool clubs for students with physical impairments, school trips for students with medical needs; however adjustments are made to allow participation where practicable. Access to all areas of the school is excellent; all areas have wheelchair access; disabled students have the use of the two lifts and several accessible toilets are available on each of the three floors in school. The Sixth Form building also has wheelchair access, lifts and accessible toilet facilities.

## **Curriculum**

Reasonable adjustments can be made to allow access to the curriculum for students with a disability. This may require for example but not exclusive to additional practical aids including access to ICT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the student, parents/carer and the relevant teams supporting the student.

All students will be encouraged to increase their participation in ensuring the school is accessible to all – physically, mentally and socially. Academy Prefects and Sixth Form students will support this. Disabled students are actively involved in school plays and trips. There are no students who do not participate because of accessibility. Facilities such as the Library are additionally available for all vulnerable students.

There are regular reviews at student, departmental, faculty and Academy level to help to ensure that:

- progress is monitored
- successes and failures are shared and inform the next steps
- the views of students and their parents/carers are sought and incorporated into the reasonable adjustments that the Academy makes.

These reviews are assessed by the use of the students' full and interim reports, discussed on Parent/Carers' Evenings with parents/carers, individual parent/carer meetings and SEND Reviews, PSP meetings and RAP meetings.

## **Information**

Most information regarding the academy and student progress is available electronically for parents and students. Information about general school events is available via the school website. 'Go for Schools' is accessed by a parent log in to allow parents to review their child's progress. School staff are always readily contactable by telephone, via the main school office. The school's email address is printed in the students' planner and available via the website. Parents can email the school and these emails will be forwarded to specific staff, where appropriate. Summaries of student review meetings are always typed and posted home. Parents can request alternative forms of written communication if necessary.

Using the SIMS package and Go4Schools to collect information we are able to identify all students with additional needs at every level and also students who have an Education Health Care Plan. Within Go4Schools we collect and analyse all student data and track student achievement putting in additional support when concerns are identified.

### **3. Access Audit – Please see Appendices 1, 2 and 3**

### **4. Developing the Accessibility Plan**

Students are consulted about the school provision through the Junior Leadership Team and other invited students as appropriate.

Staff involvement in developing the plan has been an integral component of the teaching and learning focus which centres on our Academy's principles. The SEN Co-ordinator and HoLs regularly inform the staff about current strategies concerning groups of students or individuals.

Parents are consulted during termly SEND and pastoral review meetings; they all acknowledge the contribution made by the Excellence and Inclusion staff.

Learning Support Assistants are employed to help the learning of all students but specifically for those who have problems accessing the curriculum. Inclusion Support Assistants are an integral part of Teaching and Learning. They are often the initial response to any issues raised by either students or parents/carers. During the school day the ISAs are in lessons where extra help is required, around the school at breaks and lunchtimes and look into any issues which may arise. SMT, Heads of Learning and ISAs carry iPhones so they can be contacted at any time.

Academy records show all students with SEN and/or a known disability, any actions involving students and the outcomes that have been achieved e.g., feedback from individual students and parents/carers etc.

### **5. Reasonable Adjustments**

The effectiveness of the reasonable adjustments varies. The individual student is always uniquely looked after. The variety of adjustments could include:

- additional, regular work experience to allow the student to be involved in real life work but also appreciate the relevance of school based lessons
- leaving the classroom early/late to allow freedom and safe movement around the corridors
- working in the Quiet Room for a specific period during the day, week or a longer period
- when there has been long term illness/injury the collection of work missed and also accommodating the delay in handing in of homework or assignments

- after school and lunch time provision to allow students to keep pace with the learning

## 6. Contractors & Procurement

Catering staff at the Academy ensure that students are aware of what is included in individual dishes. Students with specific food allergies have medical plans and all nuts and shell fish have been removed from dishes offered on the menu. Dishes including coconut have a notice clearly visible. Midday Supervisory Assistants are aware of students who need help – this is an on-going training issue which is updated as needs arise.

## Accessibility Action Plan

*Aim 1 - To increase the extent to which SEND students can participate in the school curriculum.*

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

Tasks /Targets	Strategies	Timescale	Responsibility	Success Criteria
To plan and support transition	Liaise with previous educational establishments (primary or secondary as appropriate) To identify students who may need additional to or different from provision.	When transition meetings take place (in Y5/Y6)	SENCO, Head of Learning Y7, Head of Transition, Excellence & Inclusion Manager	Support plan produced and/or review of EHCP
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Sept 2018	Head of School SENCO AHT Pastoral	All SEND and accessibility policies clearly reflect inclusive practice and procedure

To establish close liaison with parents/ carers	To ensure parent and student voice is documented in collaboration between school and families.	Ongoing	Excellence and Inclusion Staff SENCO Assistant SENCO AHT Pastoral	Regular review meetings (at least termly) and a clear collaborative approach
Effective close liaison with outside agencies for students with additional needs	To ensure collaboration between all key personnel. Sharing information about the child's needs if appropriate and when necessary.	Ongoing	Excellence and Inclusion Staff SENCO Assistant SENCO AHT Pastoral	Regular review meetings and sharing of advice/ strategies
To ensure full access to the curriculum for all.	Seek advice from specialist services, briefings / CPD for staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered if appropriate and practicable</li> <li>• Effective deployment of trained support staff</li> <li>• Use of ICT equipment when needed</li> <li>• Access to additional practical aids,</li> <li>• Access to alternative assessment arrangements where appropriate</li> <li>• Access to counselling when required</li> <li>• Explicit teaching of generalising skills from one context to another</li> </ul>	Ongoing	SENCO Assistant SENCO, Teaching staff LSAs/ISAs Outside agencies	Learning walks Book scrutiny Review meetings Classroom observations
To promote the involvement of students with SEND in classroom discussions/activities when teaching – and ensure at least expected progress made	Give alternatives to enable SEND students to participate successfully in lessons  Create positive images of disability within the school  To finely review all attainment and progress of all SEND students. Scrutiny of assessment systems and regular liaison with parent/carers and students.	Ongoing          At each data capture point (termly)	Whole school approach       SENCo and AHT Assessment. HoLs and AHT	Learning walks Book scrutiny  Through student, parent/carer and staff voice, ensure the needs of all represented within school  Progress made towards targets

To deliver findings to the Governing Body	Present to link governor on a termly basis (and Pupil Intervention Committee)	As required. Termly meetings with SEND Governor	SENCO SEND Governor	Governors fully informed about SEND provision and progress
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**Aim 2** - To improve the physical environment of the school

Tasks /Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve physical accessibility of school	Produce signage directing visitors from the Main school and Car park to the Sixth Form Block and ensure provision of disabled car parking spaces outside of Sixth Form block	Complete Easter 2018	Senior Business Officer & Premises Staff	Signs produced and disabled bays marked up
	Ensure door closers / mechanisms are set to delay action closure to ensure access for wheelchair users	Easter 2018	Senior Business Officer & Premises Staff	Door closers operational
	Produce signage to make internal areas of sixth form block more accessible to users with disabilities. Including: <ul style="list-style-type: none"> <li>• Stairwell signs</li> <li>• Directions signs</li> <li>• Classroom signs</li> <li>• Accessible maps of building layout</li> <li>• Accessibility information available for visitors (including audio and large print format). Main School as well</li> </ul>	End of Summer Term 2018	SMT & Premises Staff	Signs produced and fitted
	Ensure visitors to the Sixth Form block with hearing impairments are included. Investigate feasibility of installing induction loop system to Sixth Form block	End of Summer Term 2018	SMT & Senior Business Officer	Prices obtained and reviewed at SMT

	<p>Ensure appropriate training takes place:</p> <ul style="list-style-type: none"> <li>• for catering staff in serving students with sensory disabilities</li> <li>• for Teaching and LSA staff in best practice for students with visual impairments</li> <li>• Response to emergency cord being pulled in disabled toilets</li> </ul>	End of Summer Term 2018	SMT and SENCo	Training delivered and evaluated
To ensuring all members of the school community with a disability are included	Create access plans for individual students as required	With immediate effect and to be regularly reviewed with student and parent/carers.	SENCO, SEN Team Excellence and Inclusion staff	Range of needs met, all members of school community are included
To ensure that the medical needs of all students are met fully within the capability of the school	Parental / student liaison, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect, to be regularly reviewed with student and parent/carers.	Medical Officer. Excellence & Inclusion Manager, Heads of Learning, SENCO and DHT Pastoral	Range of needs met within school's capability.

**Aim 3** - To improve the delivery of information to students with SEND and parents of children with SEND.

<b>Tasks /Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure access to information by parents, staff and visitors.	Communicate with parents in a format that is appropriate for them.	Ongoing	Office staff and Inclusion Staff	Parent/Carer feedback indicates they feel well informed



<p>Improved access to written information for students.</p>	<p>Providing in class support such as appropriate font size, overlays, IT support etc., including books in the school library.</p> <p>Ensure signage around the school is accessible.</p>	<p>Ongoing</p>	<p>SENCo and SEN Team, in liaison with Excellence and Inclusion staff and teaching staff</p>	<p>Students have improved access to written information</p> <p>Students making appropriate progress</p> <p>Students included in the school community</p>
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**APPENDIX 1**

**ACCESS AUDIT CHECKLIST:**

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

<b>A - APPROACH and CAR PARKING</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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:

**ACCESS AUDIT CHECKLIST:**

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

<b>B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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.

<b>C – ENTRANCES, INCLUDING RECEPTION</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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.....

<b>D – HORIZONTAL MOVEMENT AND ASSEMBLY</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>			
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?	*		
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General notes to block:

**ACCESS AUDIT CHECKLIST:**

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

<b>E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE</b>			
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**
- **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
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.....

<b>G - LAVATORIES</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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.....

<b>H – FIXTURES AND FITTINGS</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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.....

<b>I - INFORMATION</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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.....

<b>J – MEANS OF ESCAPE</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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.....

<b>K – CURRICULUM AND TEACHING</b>			
Consider each question from the perspective of each type of disability: <ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul> 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?	*		

K18. Do 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 2**

**ACCESS AUDIT CHECKLIST:**

Block...Sixth Form..... Date of survey.....11/1/18.....

<b>A - APPROACH and CAR PARKING</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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
A010. Is the building within convenient distance of a public highway?	*		
A011. Is the building within convenient distance of public transport?	*		
A012. Is the building within convenient distance of car parking?	*		
A013. Is the route clearly marked/found?	*		
A014. Is the route free of kerbs?	*		
A015. Is the surface smooth and slip resistant?	*		
A016. Is the route wide enough?	*		
A017. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	*		
A018. Is it adequately lit?	*		
A17. Is it identified by visual, audible and tactile information?		*	No Induction loop / braille
A18. Is there car parking for people with reduced mobility?	*		
A19. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	*		
A20. Is the car parking as near the entrance as possible?	*		
A21. Is the car parking area suitably surfaced?	*		
A22. Is the route to the building kept free of snow, ice and fallen leaves?	*		
A23. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	*		

General notes to block:

**ACCESS AUDIT CHECKLIST:**

Block... Sixth Form ..... Date of survey...11/1/18.....

<b>B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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
B010. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	*		
B011. Is it wide enough and suitably graded?	*		
B012. Is the surface slip resistant?	*		
B013. Are there kerbs and are there edges protected to prevent accidents?	N/A		
B014. Are there handrails to one or both sides? (delete)	N/A		
B015. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?	N/A		
B016. Are there (alternative) steps? (delete)	*		
B017. Identified by visual/tactile information?		*	Signage required
B018. Are there handrails to one or both sides? (delete)	N/A		
B15. Are ramps and steps adequately lit?	N/A		
B16. Are treads and risers consistent in depth and height?	N/A		
B17. Are all nosings marked and/or readily identifiable? (delete)	N/A		
B18. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)	N/A		
B19. 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..... Sixth Form ..... Date of survey...11/1/18.

<b>C – ENTRANCES, INCLUDING RECEPTION</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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
C010. Is the door clearly distinguishable from the facade?	*		
C011. If glass is it visible when closed?	*		
C012. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	*		
C013. Does it have a level or flush threshold, and a recessed matwell? (delete)	*		
C014. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	*		
C015. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	*		
C016. Can the door furniture be used at both standing and seated height? (delete)	*		
C017. Can it be easily grasped and operated?	N/A		
C018. If the door has a closer mechanism does it have:			
(a) delayed closure action?	*		
(b) slow-action closer?	*		
(c) minimal closure pressure?	*		
C22. If the door is power-operated does it have visual and tactile information?		*	
C23. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	*		
C24. If there is a lobby, do the inner and outer doors meet the same criteria?	*		
C25. Do lobby layouts enable all users to clear one door before going through the next?	*		
C26. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	*		
C27. Does the lighting installation take account of the needs of visually disabled people?	*		
C28. 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?	*		

C29. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	*		
C30. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	*		
C31. Is it fitted with an induction loop?		*	
C32. 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?			
C33. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		*	Need signage

General notes to block:

**ACCESS AUDIT CHECKLIST:**

Block... Sixth Form ..... Date of survey...11/1/18.....

<b>D – HORIZONTAL MOVEMENT AND ASSEMBLY</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>			
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
D010. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	*		
D011. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	*		
D012. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	*		
D013. Is turning space available for w.ch. users?	*		
D014. Do natural and artificial lighting avoid glare and silhouetting?	*		
D015. Are there visual clues for orientation?		*	Signage required
D016. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	*		
(b) avoid light reflection and sound reverberation?	*		
D017. Do textured surfaces convey useful information for people with impaired vision?		*	
D018. 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?	*		
D21. Are there tactile signs and information for those with impaired vision?		*	Signage required
D22. Is the maintenance of these items checked regularly?		*	
D23. Is lighting designed to meet a wide range of needs?	*		
D24. Is sufficient circulation space allowed for wheelchair users?	*		
D25. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	*		
D26. Are seating arrangements/spaces suitable for use by people with visual disabilities?	*		
D27. Are all areas for assembly/meeting equipped with an induction loop system?		*	Fitted where possible
D28. If the use of an induction loop system is precluded is an infra-red system in place?		*	
D29. Is the functioning and operation of the induction loop or infra-red system checked regularly?		*	
D30. Are telephones fitted with inductive loop couplers?		*	

D31. Is a minicom available for use by people with hearing disabilities?	*		
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General notes to block:

**ACCESS AUDIT CHECKLIST:**

Block..... Sixth Form ..... Date of survey.....11/1/18.....

<b>E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE</b>			
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
E010. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)	*		
E011. 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)	*		
E012. Is any level change clearly lit?	*		
E013. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	*		
E014. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	*		
E015. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?	N/A		
E016. 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		
E017. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?	N/A		
E018. Are steps available as an alternative to any ramp or ramped surface?	N/A		
E12. 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)	*		
E13. 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... Sixth Form ..... Date of survey...11/1/18.....

<b>F - DOORS</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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
F010. Do the doors serve a functional/safety purpose? (delete)	*		
F011. Can they be readily distinguished?	*		
F012. If glass, are they visible when shut?	*		
F013. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)	*		
F014. Does the clear opening width permit wheelchair access?	*		
F015. 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?	*		
F016. Is any door furniture/handle at a height for standing/sitting use? (delete)	*		
F017. Are door/handles clearly distinguished?	*		
F018. Can the door furniture/handles be easily operated/grasped? (delete)	*		
F12. If door closers/mechanisms are fitted do they provide the following: (delete)	*		Priority to slow closing down
(a) security linkage?	*		
(b) delay-action closure?	*		
(c) slow-action closure?	*		
(d) minimum closure pressure?	*		
F13. Is door/mechanism function checked regularly?	*		
General notes to block:			

**ACCESS AUDIT CHECKLIST:**

Block..... Sixth Form ..... Date of survey...11/1/18.....

<b>G - LAVATORIES</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>			
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
G010. Is WC provision made for people with disabilities?	*		
G011. Do all lavatory areas have slip-resistant floors?	*		
G012. Are they easy to distinguish by colour contrast from walls?	*		
G013. Are all fittings readily distinguishable from their background?	*		
G014. Are all door fittings/locks easily gripped and operated?	*		
G015. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	*		
G016. Is provision made for wheelchair users? If so:	*		
G017. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	*		
G018. Is the location clearly signed?	*		
G21. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	*		
G22. Are the door fittings/locks and light switches easily reached and operated?	*		
G23. Is there an emergency call system and is someone designated to respond?	*		
G24. Can the emergency call system be operated from floor level?	*		
G25. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	*		
G26. Are the fittings arranged to facilitate these manoeuvres?	*		
G27. Are handwashing and drying facilities within reach of someone seated on the WC?	*		
G28. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	*		
G29. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	*		
G30. 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)	*		
G31. 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..... Sixth Form ..... Date of survey...11/1/18.....

<b>H – FIXTURES AND FITTINGS</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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
H010. Is any servery/counter accessible to all users, including those with hearing impairments?		*	
H011. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	*		
H012. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	*		
H013. Is it possible for people with disabilities to serve as volunteers?	*		
H014. Are all fittings readily distinguishable from their background?	*		
H015. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	*		
H016. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	*		
H017. 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?	*		
H018. Are all relevant locations clearly signed?	*		

General notes to block:

**ACCESS AUDIT CHECKLIST:**

Block..... Sixth Form ..... Date of survey.....11/1/18.....

**I - INFORMATION**

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
I010. Is the building equipped to provide hearing assistance?		*	
I011. Does lighting installation of the building take into account the needs of people with visual disabilities?	*		
I012. Is there a tactile plan or diagram of the building?		*	
I013. Are there large-print versions of information about the building/activities available?	*		
I014. Is there 'braille' information available for people with visual disabilities?		*	
I015. Is there an 'audio' version of information about the building available?		*	
I016. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	*		
I017. Where a payphone is provided does it have a hearing aid coupler?	N/A		
I018. Are all relevant locations clearly signed?	*		

General notes to block:

**ACCESS AUDIT CHECKLIST:**

Block..... Sixth Form ..... 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
J010. Is there a visible as well as audible fire alarm system? (delete)	*		
J011. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	*		
J012. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)	*		
J013. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	N/A		
J014. If refuges are available are they equipped with 'carry chairs'?	*		
J015. Is there a 'management evacuation strategy' for staff, students and visitors, and are staff trained in evacuation procedures?	*		
J016. Is the evacuation strategy checked regularly for its effectiveness?	*		
J017. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	*		
J018. Are all fire warning devices and detectors checked routinely and regularly?	*		

General notes to block:

**ACCESS AUDIT CHECKLIST:**

Block..... Sixth Form ..... Date of survey...11/1/18.....

<b>K – CURRICULUM AND TEACHING</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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?	*		

K18. Do 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 3**

### **Access Audit – Main School**

Whitburn Church of England Academy comprises of a three storey main building with wide corridors and several access points from outside. Our other building (Sixth Form Building) is also two storeys and can be accessed by a single access point. Many of the doors are automatic. Each floor of both buildings has at least two accessible toilets and two lifts provide access to the upper floors. An Evac chair is located in both of the school buildings on each stairwell. All of the accessible toilets are fitted with a handrail and a pull emergency cord. All classrooms have lower level work spaces.

At Whitburn Church of England Academy there is on-site car parking for staff and visitor which includes dedicated disabled parking bays. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception desk, this being fully accessible to wheelchair users.

The Academy building has specific design features to ensure access is facilitated for all students. These are listed below:

- The lay-by in Rackly Way for scholars' buses has raised kerbs for ease of access /egress from the bus
- There is a 3m wide footpath adjacent to the lay-by and dedicated pedestrian footways onto the school site
- There is no point on the pedestrian access when motorised vehicles and pedestrians mix
- The footpaths on the site are 4m wide and are marked for cycle and pedestrian access
- The access from both north and south is a graded access and is fully accessible for wheelchair users
- All pedestrian approaches are in full compliance with Part M of the Building Regulations and the DDA
- All pedestrian entrances to the building are designated a level approach
- All footpaths are tarmac or concrete blocks and include tactile paving and dropped kerbs at uncontrolled crossings
- The location of external doors will be highlighted by suitable barrier protection, audible and visual warnings
- All pedestrian routes are well illuminated and signposted
- No gradient is in excess of 1:20 and therefore no ramped access is required
- 4 clearly marked disabled car park spaces are situated near the Main entrance to the building
- Each disabled parking space is 3600mm wide x 4800mm long (with a further 1200mm accessibility zone at one end of the bay) with dropped kerbs to give access onto the main pedestrian footpaths
- There is also a clearly defined, and signed, setting down point located close to the main entrance with its surface at the same level as the adjacent roadway and footpath to allow convenient access to and egress from the entrance for people with walking difficulties or people using wheelchairs

- All surfaces of roads, footpaths and other accessible zones will be in tarmacadam finish (ie a durable slip resistant material), apart from the area below the entrance canopy which will be constructed in concrete blockwork
- Signage is in accordance with BS 8300 (inclusive mobility) and the Sign Design Guide
- The “principal entrance” external doors are sliding automatic opening and are operated by PIR sensors picking up people entering and leaving the principal entrance. The opening and operation of both the external and internal sliding glazed automatic lobby doors are compliant with Part M1/M2 in all respects
- The principal entrance has a security lobby which also doubles up as a comfort lobby. At 12m<sup>2</sup> the lobby is large enough to readily accommodate wheelchair users (and companions) passing other users of the building. Floor surfaces include foot and wheel cleaning carpets (no matwells) and provides a safe level platform without creating trip hazards
- All other entrances for students, staff and visitors into the school have manually operated non powered entrance doors and closers which comply with the requirements of Part M in all respects
- Inside the entrance is a reception counter immediately identifiable which is set, at both sides, at a suitable height for a wheelchair user, or a seated person
- Lighting to this area is also such that reflected light sources do not compromise the ability of a person with a hearing impairment to either lip read or follow sign language, whilst the entrance itself is located away from any risk of external noise
- The reception point is provided with an induction loop/enhancement system and will accommodate both standing and seated visitors and operatives
- On leaving the building the inner lobby doors are operated by a push button located at a height and in a position readily accessible to both wheelchair and able-bodied users
- This door will open automatically if the fire bell activates to allow easy egress of the building
- Most of the Fire doors in the building are the full width of the corridor and are recessed into the side walls to ensure that the partially sighted do not inadvertently bump into them
- These doors are **held open** by means of electrically operated magnets (maglocks), which are automatically released when the fire alarm activates
- Doors G105, G40 and G43 across the corridor are not fitted with such hold open devices since these doors are kept closed to reduce noise in the rest of the building (Music corridor and changing rooms) – they are fitted with a self closing device requiring no more than 30N force at the leading edge
- The provision of self-activating fire doors across the corridor allows classroom doors, and some other non fire doors, to be free from any self-closing device or intumescent fire seals - this omission of the door closer and seals makes the door more easily operated for those less physically able
- In other locations fire doors are essential e.g. doors to stair wells and these also have self closing devices requiring no more than 30N force at the leading edge to open

The following additional conditions apply to all general access doors, likely to be accessible to wheelchair users:-

- a) Doors have a clear opening of 900mm with an unobstructed space of at least 300mm between the leading edge of the door and any return wall
  - b) Suitable size, type and colour of ironmongery to be operable by one hand
  - c) The leading edge of any non self-closing door will contrast visually with other door surfaces.
  - d) Vision panels, glazed doors and side screens will comply with Part M requirements for glass type, manifestation, sizes etc
- Most corridors are a clear 2500mm in width, and have good visual contrast and good acoustic design in order to achieve a visual and acoustic environment suitable for visually impaired and hard of hearing occupants
  - The Academy has under floor heating, which removes radiator obstacles
  - The presence of a sprinkler system removes the requirement for fire hoses etc. though a reduced number of fire extinguishers are still required these are located so as not to impede the passage/travel of building occupants generally
  - On each floor there are no changes of level throughout the area of that floor therefore there is no requirement for any internal access ramps
  - All corridor floors are carpeted to provide slip resistant surfaces
  - At staircases the flooring materials changes to ensure that their location is highlighted
  - There are only few internal lobbies but where essential, ie at the main entrance, adjacent to fire escapes/staircases and into female student toilets, these are designed in accordance with provision 3.16 of Part M
  - There are 2 No. passenger lifts linking the ground, first and second floors. Both of these lifts comply fully with the requirements of provisions 3.25 to 3.34 of Part M of the Building Regulations
  - There is also a platform lift to provide access from ground floor level up to the height of the stage within the main hall (approx. 700mm). Again this platform lift is fully compliant with provisions 3.35 to 3.43 of Part M
  - Both standard lifts and the platform lift are available to wheelchair users and those with impaired mobility **at all times**
  - There are 3 No. communal access staircases each located within a vertical circulation shaft. The staircases comply in all respects with provision 3.51 of Part M and include the enhanced provisions that Part M imposes on schools with regard to the rise and going of steps etc
  - There are refuge points at each floor level to allow for wheelchair users to await assistance
  - EVAC chairs used for staircase evacuation are provided and located at each upper floor level on each staircase

- Staff are trained in the use of these chairs and a protocol is available for their use. Staff are updated daily with the names of those students who may require evacuation using the EVAC chair
- The rear escape to the stage is via a small flight of steps. In order to provide a means of escape from this level a special zip escape chair, suitable for use on staircases is provided
- Handrail design is fully compliant with provisions 1.37 to 1.39 of Part M of the Building Regulations in all respects
- All specialist classrooms include areas of fitted/adjustable furniture designed specifically for wheelchair users and those less physically able. This includes more accessible science benches, technology tables. The Library/Resource/ICT area has automatic sliding doors operated by low level push button controls, accessible to a wheelchair user, both within the room and in the corridor itself
- All classrooms and other teaching and meeting areas include a hearing enhancement system in accordance with provision 4.36 of Part M of the Building Regulations
- Specialist classrooms the external wall generally has openable windows which might be difficult for disabled users to operate as they will be set above 900mm high cupboard units. It should be noted that all specialist classrooms (ie Science labs and Technology rooms) are air conditioned thus negating the requirements for these windows to open, however, if required these windows can be readily operated by able bodied students and staff, in comfort
- Floor, wall and ceiling surface materials and finishes help the visually impaired appreciate the physical boundaries, identify access routes and receive information
- The type of suspended ceilings improve the acoustic environment, thus ensuring that audible information can be heard more clearly
- The type and quality of the public address system, hearing enhancement, and telephone systems are easy to use, and improve intelligibility for those who are hard of hearing
- There is artificial lighting designed to illuminate the face of a person speaking (in order to make lip reading and sign language recognition earlier), with good colour rendering of all surfaces and no pools of bright light, glare or strong shadows
- The main hall, sports hall, dining area and activity area are all equipped with appropriate hearing enhancement systems (*induction loop or infra/radio systems*). These are all permanent systems but other smaller areas are accommodated by the use of portable induction systems set on different frequencies to ensure no overlap
- Wheelchair users who transfer to toilet facilities on either the left or the right are accommodated on each floor of the school. Wheelchair users can be moved from a wheelchair onto sanitary fittings etc by means of both mobile and fixed hoists within the larger of the wheelchair changing rooms
- Signage includes pictograms and symbols in place of the written word
- Room signs are set at heights suitable for both able bodied and wheelchair users
- On the ground, first and second floors there are fully equipped disabled toilets at no more than 40m apart

- Toilet provision in the three storey element of the school is located in the same area to make it easier for the visually impaired and people with learning disabilities to locate these facilities easily
- All sanitary accommodation within the school is in accordance with provisions 5.4 to 5.21 of Part M of the Building Regulations. This includes specific disabled toilets for wheelchair users (unisex), ambulant disabled toilets in separate sex washrooms and wheelchair accessible changing and shower facilities
- Staff training in disability awareness, the testing and use of specialist equipment (ie induction loops, personalised lighting and communication equipment) is to be regularly undertaken as part of the schools development programme

The building has been designed to ensure full compliance of the Building Regulations 2000, Approved Document M, Access to and use of Buildings. The Academy and Diocese are committed to undertaking a structured programme of regular reviews of procedure, new technologies, construction developments and training to ensure that the obligations, both present and ongoing, of the DDA are met.

<b>Accessibility Plan (including Appendix 1-3)</b>		
	<ul style="list-style-type: none"> <li>• <b>Appendix 1 – Access Audit Main School</b></li> <li>• <b>Appendix 2 – Access Audit 6<sup>th</sup> Form</b></li> <li>• <b>Appendix 3 - Access Audit</b></li> </ul>	
<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
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