



preparing the way for others to follow

# ACCESSIBILITY PLAN

## Key document details

<b>Ratified:</b>	<b>Autumn 2019</b>
<b>Approver:</b>	<b>Trust Board</b>
<b>Next review:</b>	<b>Autumn 2022</b>

## Vision statement

At Pioneer Educational Trust, our vision is to provide a stimulating, safe and respectful learning environment, where all members of our community work in partnership to achieve the best for every student. This vision includes our desire to make our learning environments accessible to all learners and the whole school community. The purpose of this plan is to show how the schools within the Trust aim to develop and improve the accessibility of our school for disabled students, staff, parents /carers and visitors.

The Trust and the schools within it will endeavour to ensure that there is no discrimination in relation to the accessibility of our school curriculum, school communications, and where possible, with reasonable adjustment, our school site. This policy complies with the [Equality Act 2010: Schedule 10, Paragraph 3](#), the [Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005](#) and follows guidance from [The Equality Act 2010 and schools \(2014\)](#).

In adherence to the [Statutory policies for schools and academy trusts \(2019\)](#), the accessibility plan will be:

- reviewed (at least) every three years, or in response to an individual student or member of staff needs with reference to this accessibility plan and the SEND policy (a task the trustees are free to delegate) and approved by the Board of Trustees
- reported on annually.

This plan should be read in parallel with school's SEND Policies and SEND Information Reports for the Local Offer. All of our policies will reflect our priorities for developing access across the whole of school life for all of our stakeholders.

## Our Aims:

- To increase access to the **curriculum** for pupils with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the **physical environment** of the schools to include all building works and contingency planning during the upgrades and developments.
- To improve the delivery of communications and **information** for disabled students and their families. The information should take into account any disabilities that students and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs.

## Aim one

To increase access to the curriculum for students with a disability.

Each school will do its best to ensure that the necessary provision is made for any student who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for all students.

The staff and governors of each school will also work to ensure that all students with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. We aim to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of all students. Every teacher is responsible and accountable for the progress and development of all students in their class even where they access support from teaching assistants or specialist staff. It is a whole school responsibility.

Aim	Current good practice	Objectives and Actions	Person responsible	Date of review	Success Criteria
Increase confidence of all staff in identifying students with additional needs and differentiating the curriculum and approach to teaching and learning	Staff training on a range of SEND issues available to all staff.	To share good practice across the school.  To involve and share information from visiting professionals who advise on SEND issues.  To continue to plan suitable staff training in response to student cohort needs.	SENCo		Staff confident in supporting SEND children and providing suitable and appropriate differentiation.
Ensure classroom support staff have specific training on disability issues	TAs: currently attend staff training on SEND issues and have bespoke and individualised training available.  Individual training for those who support children with specific needs.	To continue with this good practice. Being responsive to the pattern of need within our setting.	SENCo		TAs are confident in supporting SEND children.
Ensure, where possible, that TAs are deployed according to their specialist	TAs are timetabled according to their own areas of expertise where ever possible	To continue to timetable TAs where they can offer the most appropriate support and enable students to gain most independence	SENCo		Students are able to access support that meets their needs

areas of expertise to meet the needs of individual students					
Ensure classroom resources meet the needs of specific children	Current resource provision takes account of students' needs.	To continue to renew and purchase appropriate aids as required by students attending our setting.  If more is required applications for funding will be made.	SENCo / Teaching staff		Resources that are fit for purpose.
All educational visits to be accessible to all	All visits have been planned to be accessible for all students.	To continue to ensure that due consideration is made for all students when planning educational visits.	Staff & SENCo Educational Visits Lead		Educational visits to be accessible to all.
PE curriculum to ensure PE accessible to all	PE curriculum is accessible to all. Alternative roles are given to students who cannot take part in contact sports for medical reasons	To continue to monitor and ensure the PE curriculum meets the needs of our students.	PE coordinator & SENCo		PE is accessible to all.
Schemes of work reflect the needs of all students and the taught curriculum reflect the needs and requirements of all.	Teachers' planning incorporates specific guidance from Pen Pictures/IEPS and target planning and includes support advice and guidelines	To continue to plan lessons around specific needs and requirements for individual students to ensure that their needs are met	Classroom teachers / HoD		Lessons are accessible for all learning
Student attainment is raised for all cohorts including those with SEND	Person centred planning reflects the needs of individual students with SEND and is updated at least three times per year with families and staff involved	To continue to ensure that teachers take responsibility for the learning of all students	SENCo / Staff		All students are able to fulfil their potential and are involved in planning their own support and progress
External agencies offer advice, support and guidance	Referrals are made as required to outside agencies including but not exclusively EP, Counselling, ASD and ADHD support, CAMHS, SaLT	To continue to ensure that all students are able to access the curriculum and suitable and relevant support	SENCo / DSW / Pastoral Leads		All students are able to access the curriculum and relevant/appropriate support as required

<p>Parents/carers are kept up-to-date with the progress of their child</p>	<p>Regular meetings are held with parents/carers as well as regular information pertaining to achievements and attitude to learning</p>	<p>To continue to report to parents on the progress of their child, socially, emotionally and academically through reports and parent consultations/meetings</p>	<p>SENco</p>		<p>Parents are kept informed of the progress of their child and any interventions and support that is in place</p>
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## Aim 2

To improve and maintain access to the physical environment at each school to include physical aids to access education as appropriate.

Each school is continuing to develop through the building programme and as we continue to improve the facilities and sites, we aim to consider carefully accessibility issues.

Any individualised provision for students and staff will be considered and actioned when specific needs are known or change.

Aim	Current good practice	Objectives and Actions	Person responsible	Date to complete actions by	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>There are good relationships and communication with all stakeholders. Where we are aware of needs, they are being met.</p> <p>Where building work is happening, site access is under review in terms of security and as part of this plan, access is being considered.</p>	<p>Be aware of staff, governors, parents and regular visitors' access needs and meet as appropriate</p> <p>Consider access needs during recruitment process.</p>	Head / all staff		<p>For the school to be easily accessible to all its stakeholders.</p> <p>Clear lines of communication are available for those wanting to access school site.</p>
<p>Ensure all disabled pupils and members of staff can be safely evacuated.</p> <p>All fire escape routes are accessible or alternative arrangements can be made.</p>	Clear evacuation and emergency planning procedures are place.	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all staff and students with physical or social and emotional disabilities or difficulties.</p> <p>Develop a system to ensure all staff are aware of their individual and collective responsibilities</p>	<p>SENCo</p> <p>For staff PEEPs Head / delegated staff</p>		All practices run smoothly with plans in place and adults are clear regarding roles and responsibilities.
Ensure access to classroom resources through suitable adaptation, e.g. hearing and / or visual support, ICT adaptations etc	Adaptations suitable to meet student needs are currently available	<p>To keep up to date with and use relevant ICT options for use with visually impaired students or those with ASD, ADHD or Dyslexia/Dyspraxia</p> <p>To continue to use radio aid system for students with</p>	SENCo / Teaching Staff		Fully inclusive classrooms.

		<p>hearing impairment or auditory processing difficulties.</p> <p>Consider widening the resources used to all classrooms – e.g. sound fields and blinds to restrict light/heat as required.</p>			
<p>To respond appropriately to audits of the school site attached to this plan and prioritise from these unless an individual need takes precedence.</p>	<p>Regular Health and Safety walks are carried out by the SLT and the premises staff to ascertain levels of risk, identify improvements and ensure staff and student safety and wellbeing</p>	<p>To use H&amp;S walks as a planning tool to assess priorities in spending to improve accessibility.</p>	<p>Head of School / Senior Facilities manager</p>		<p>System for improvement in place and responsive to needs.</p>

### Aim 3

To improve the delivery of communication and information for disabled students and their families.

Communication between each school, students, parents and the wider community is good. It is met through our open-door policy, helpful office staff, letters, text messages, telephone calls and messages, website and on-site posters.

Aim	Current good practice	Objectives and Actions	Person responsible	Date to complete actions by	Success Criteria
Review information to parents/carers and the whole school community	We have good communication routes, including regular communication in variety of forms, as well as regular information available to parents regarding students' learning.	Provide information and letters in clear print in "simple" English.  School office or pastoral teams will support and help parents to access information and complete school forms.  Ensure the website and all documents accessible via the school website can be accessed by the visually impaired.  Internet access for parent pay available in school as required.	Head		Clear communication to all stakeholders in school.
Large print versions or audio recording is available for visually impaired.  Braille versions can be provided.	Schools order equipment and papers when required for public exams	When requested or need identified	PA to Head/ admin staff		Accessible print or format available for these with a visual impairment
If languages other than English are spoken by parents or children, the schools provide information in other language for pupils or prospective pupils who may have difficulty with hearing or language problems. Simple language, symbols, large print for prospective students or their families	Access to translators, sign language interpreters to be considered and offered if possible.  Support in accessing information if translators etc are not available.	When requested or need identified	PA to Head/ admin staff		Supported communication.



## Audits

All audits to be completed at the first Health and Safety Walk of each year and an action plan drawn up.

- A – APPROACH AND CAR PARKING
- B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS
- C – ENTRANCES, INCLUDING RECEPTION
- D – HORIZONTAL MOVEMENT AND ASSEMBLY (Corridors, Classrooms etc)
- E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE
- F – DOORS
- G – LAVATORIES
- H – FIXTURES AND FITTINGS
- I – INFORMATION
- J – MEANS OF ESCAPE

**ACCESS AUDIT CHECKLIST:** Sheet ..... of .....

Block..... Date of survey.....

***A - APPROACH and CAR PARKING To be completed annually***

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
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 there car parking for people with reduced mobility?			
A11. Is the car parking clearly marked out, signed, easily found and kept free from misuse?			
A12. Is the car parking as near the entrance as possible?			
A13. Is the car parking area suitably surfaced?			
A14. Is the route to the building kept free of snow, ice and fallen leaves?			
A15. Is the route level? (i.e. no gradient steeper than 1:20 and no steps)			

**ACCESS AUDIT CHECKLIST:** Sheet ..... of .....

Block..... Date of survey.....

***B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS To be completed annually***

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?			
B05. Are there handrails to one or both sides? (delete)			
B06. If a permanent ramp (or re-graded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			
B07. Are there (alternative) steps? (delete)			
B08. Identified by visual/tactile information?			
B09. Are there handrails to one or both sides? (delete)			
B10. Are ramps and steps adequately lit?			
B11. Are treads and risers consistent in depth and height?			
B12. Are all nosings marked and/or readily identifiable? (delete)			
B13. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			
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			

General notes to block:

**C – ENTRANCES, INCLUDING RECEPTION To be completed annually**

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 door swing?			
C07. Can the door furniture be used at both standing and seated height? (delete)			
C08. Can it be easily grasped and operated?			
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):			
(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?			

General notes to block:

***D – HORIZONTAL MOVEMENT AND ASSEMBLY To be completed annually***

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?			
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?			
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:

**E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE To be completed annually**

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
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (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?			
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]			
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			
E09. Are steps available as an alternative to any ramp or ramped surface?			
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?			
E12. Stairlift (delete)			



(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)			
(b) Is the platform adequate for wheelchair use and manoeuvre?			
(c) Is approach convenient and safe at all appropriate landings? (delete)			
(d) Does the stairlift have a 'Soft-Start' action?			
(e) When not in use is the platform powered to fold away to avoid obstruction?			
(f) In the event of a power failure does the platform return to lower level?			
(g) Is the equipment maintained and its operation checked regularly?			
E13. Lift			
(a) Is the lift's location clearly defined by visual and tactile information? (delete)			
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)			
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			
(d) Does the lift door open widely enough for wheelchair user access?			
(e) Does door operation allow slow entry and exit?			
(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer? (delete)			
(g) Does the car have appropriate support rails?			
(h) Are the lift car controls inc. emergency call, located within reach of all users and with visual and tactile information?			
(i) Is there audible floor indication?			
(j) Is the lift an 'Evacuation Lift'? (see section J – MEANS OF ESCAPE)			
(k) Is the lift regularly maintained and its functional operation routinely checked?			

General notes to block:

**F - DOORS To be completed annually**

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/safe 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:** Sheet ..... of .....

Block..... Date of survey.....

**G - LAVATORIES To be completed annually**

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, e.g. 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:** Sheet ..... of .....

Block..... Date of survey.....

***H – FIXTURES AND FITTINGS To be completed annually***

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
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?			
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?			
H09. Are all relevant locations clearly signed?			

General notes to block:

**ACCESS AUDIT CHECKLIST:** Sheet ..... of .....

Block..... Date of survey.....

**F - DOORS** To be completed annually

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
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 lan or diagram of the building?			
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. Are all relevant locations clearly signed?			

General notes to block

**ACCESS AUDIT CHECKLIST:** Sheet ..... of .....

Block..... Date of survey.....

***J – MEANS OF ESCAPE To be completed annually***

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?			
J05. If refuges are available, are they equipped with 'carry chairs'?			
J06. Is there a 'management evacuation strategy' for staff, pupils 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:

## Accessibility Audit Action Plan

Audit:	Description	Actions to be taken	Person responsible	Date to complete actions by
A	x			
B	x			
C	x			
D	x			
E	x			
F	x			
G	x			
H	x			
I				
J				