Ark
Accessibility Plan

PURPOSE

Ark is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. A new accessibility plan will be drawn up every three years.

Date of last review:	October 2019	Author:	Head of Estates
Date of next review:	October 2020	Owner:	CFO
Type of policy:	☐ Network-wide ☒ Tailored by school	Approval:	Management Team
School:	Ark Academy	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
☐ Strategic Leadership & Planning ☐ Monitoring, Reporting & Data ☐ Governance & Accountabilities ☐ Teaching & Learning ☐ Curriculum & Assessment ☐ Culture, Ethos & Wellbeing ☐ Pathways & Enrichment ☐ Parents & Community ☒ Finance, IT & Estates ☐ Our People	Audit & compliance

CONTENTS

1   SETTING INFORMATION

Vision and Values

Ark Academy is an inclusive school where all students are made to feel welcome and valued. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential irrelevant of their needs. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation. Ark Academy aims to provide a rigorous and transformational education that prepares students for success at university and beyond.

Ark Academy is a start –up all through academy. Ark Primary opened in 2008 (2fe) and the first cohort of students are now in Year 10. The secondary phase opened in 2010 (6fe) with the first cohort taking their GCSE exams in 2015. The sixth form opened in 2016 and our founder secondary students completed Year 13 in 2017 and gained our first set of university places. The sixth form has grown incrementally since opening and now **has 260 students** on roll including **103 external students,** including 48 students from Elvin as Ark Elvin closed its sixth form provision.

Ark Academy, secondary, was set up with two catchment areas as there was a lack of provision in the south of the borough. Admissions are therefore from two different points. In the Wembley Park area distance is calculated from the front gate and in the south from a central point in the Stonebridge estate. Both Ark primary and secondary schools are highly oversubscribed with 1235 applications in 2019 (537 1st/2nd choices) for secondary, in primary there were (334 Applications for 60 places). Our secondary cohort comes largely from two estates, Chalkhill and Stonebridge, both have high level of deprivation with Stonebridge one of the two most deprived wards in London. Primary catchment is distance solely from primary school and intake is different. Pupil data is therefore provided below both separately and for the whole academy.

Our intake as, in most Brent schools, is very ethnically diverse. Citizenship (school motto Civitas) is at the heart of our ethos and promotes key British values and develops our students' active participation in citizenship

Consultation to inform Audit/Action Plan: School staff, governors and support services

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

Views of Parents

Parental views are formally solicited at termly meetings. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints). Several members of staff are employed specifically because they speak community languages.

Views of Children and Young People

Pupils are regularly consulted, including through personal reviews and student voice polling.

2   PURPOSE

Ark Academy is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co-ordination
- Mobility

- Continence
- Ability to lift, carry or move heavy objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk of physical danger

All pupils should be able to take part in the day to day life our the school and benefit from the learning experiences we provide

Overall, the Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If the school fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

    Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plan is attached in section 4 which relate to the three key aspects of accessibility. This plans will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Teaching and Learning
- Equal Opportunities
- Health and Safety Policy
- Special Educational Needs Policy
- Staff and Professional Development Policy
- Behaviour Management Policy
- Emergency Evacuation Procedures
- School Improvement Plan
- School Prospectus

Information from pupil data and school audit

The latest information regarding the number of pupils with special educational needs and disability for Ark Academy can be found in the SEN Register.

Views of those who are to be consulted during the development, monitoring and reviewing of

the Accessibility Plan:

The views of all stakeholders including external agencies, pupils and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by Ark Academy to its students and staff.

The main priorities in Ark Academy's plan are as follows:

Increasing the extent to which disabled pupils can participate in the school curriculum

Ark Academy will endeavour to provide suitable access to a range of curriculum opportunities.

- The school will endeavour to provide suitable access to a range of curriculum opportunities

- Where necessary, guidance and support will be given by the SENCO

- Ark Academy have several Teaching assistants who are deployed by the schools SENCO to ensure the needs of students with a statement or Education, Health and Care Plan are being met.

- Ark Academy to facilitate services from a range of agencies for all pupils and their families.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Block A, B, and D have accessible lifts which are available to students and staff who require access to them.

- Excellent access to the main building with automatic front doors

- There is a meeting room and toilets within easy reach of the reception so we can easily accommodate wheel chair users and visitors with reduced mobility.

- Sport facilities that are located on first and second floor are accessible by stair lifts. All buildings have ramps to enable access for wheelchair users.

- The sixth form building does not have accessible access to the first floor however every provision was made during the design phase to ensure that all services available on the first floor are available on the ground floor of the building

- Ark Academy has disabled toilet facilities for pupils and for the use of disabled people using extended school services with grab handles for additional support and emergency pull cords to request help

- Ark Academy has disabled shower facilities with grab handles for additional support and emergency cords to request help.

3   PROCESS

This involves:

Access audit and review of current activities

Devise actions

Set Goals and Targets

Consult on plan

Implementation

Evaluate the plan

4 PLAN

We will:

- Continue to review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve access for both individuals and groups

- Provide an atmosphere where all staff and pupils feel safe and valued

- We will achieve this by promoting understanding of disability and work to should positive models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability

- Review those parts of our extra-curricular activities which may have limited access for pupils with a disability and to provide a solution to enable us to provide learning

Improving Physical Access					
Target	**Action**	**Outcome**	**Timescale**	**Success Criteria**	**Monitoring/ Review**
Ensure no student is excluded from accessing the premises	Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective	Classrooms are accessible to all students	Annual audit and update	All students can access the premises	By Leadership and SLT focus group

Improving Curriculum Access					
Target	**Action**	**Outcome**	**Timescale**	**Success Criteria**	**Monitoring/ Review**
Ensure that teaching and learning meets the needs of all learners through effective differentiation	All departments to make provision for differentiation development. Where necessary, Schemes of Work will be revised to show how the needs of different pupils will be met within lessons. Whole school staff training session will offer all colleagues practical ways to plan delivery of lessons	All teachers are able to fully meet students' needs with regard to accessing the curriculum	On-going	Drop in and lesson observation evidence indicates the needs of all learners are being met. Evaluation returns are positive by stakeholders.	By DOF

Ensure computer provision for all students identified as requiring ICT support.	All departments to ensure computer/ Laptop access available for students An annual audit of the ICT needs of pupils with disabilities	Improved attainment and progress for SEND students	On-going	All SEND students who require ICT support can access the curriculum and achieve.	By DOF
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of epi-pens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students	Ark Academy will continue to be a fully inclusive school	On-going	Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires	Student Well-Being/Pastoral and First Aider team.
Continue to ensure that the needs of SEND students are met and seen to be met.	Implement tracking to monitor the effectiveness of student Individual Education Plans - IEPs. Continually review policy and procedures relating to SEND	Improved attainment and progress for SEND students	March 2019	Needs of SEND students are addressed by all teachers SEND students feel supported. Data analysis shows progress for SEND students in line with expectations and targets	Inclusion, Student Well-Being team and DHT
All out of school activities are planned to ensure the participation of SEND pupils	Review all out of school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all SEND pupils	Pastoral and Enhanced Provision team
To liaise with Local primary schools and SENAR to review potential intake for September 2019	To identify pupils who may need additional to or different from provision for September 2016 intake	The school will be able to put appropriate provision in place	Spring term 2019	Procedures/equipment/ Ideas set in place by September 2016	HT Enhanced Provision Team

8

Improving the Delivery of Written Information					
Target	**Action**	**Outcome**	**Timescale**	**Success Criteria**	**Monitoring/Revieww**
Make available written material in alternative formats, if required	The school will make itself aware of the services available through the LEA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils improved.	Admin Team
Make available school brochures, school newsletters and other information for parents in alternative formats, if required	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all stakeholders	As required	Delivery of school information to parents and the local community improved	Admin Team
Review documentation as required with a view of ensuring accessibility for pupils with visual impairment.	Give advice on alternative formats, as required, and use of IT software to produce customised materials	All school information available to pupils/parents with visual impairments	As required	Delivery of school information to pupils and parents with visual difficulties improved	Enhanced Provision Team Access to Education - Sensory Support –VI Team
Make sure disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled/designated to drop off and collect children Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents		On-going	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's exaction; Regular attendance at school events by parents with disabilities	Whole school team

ACCESS AUDIT CHECKLISTS

a) Approach and car parking

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

Block Whole Site **Date survey** 04/10/2019

A - APPROACH and CAR PARKING

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

General notes to block:

b) Routes and external level change, including ramps and steps

ACCESS AUDIT CHECKLIST: Sheet …………. of ………….

Block Whole Site **Date of survey** 04/10/2019

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

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

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

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

General notes to block:

c) Entrances, including reception

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

Block Whole Site Date of survey 04/10/2019

C – ENTRANCES, INCLUDING RECEPTION

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

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

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

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

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

		X		
C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		
C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	X		
C19.	Is it fitted with an induction loop?	X		
C20.	If public telephone is available (say at reception, is it, and its instructions):			NA
	(a) at a height suitable for all users?			NA
	(b) equipped with inductive coupling?			NA
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?	X		

General notes to block:

d) Horizontal movement and assembly

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

Block Whole Site **Date of survey** 04/10/2019

D – HORIZONTAL MOVEMENT AND ASSEMBLY

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

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

A mark in the 'N' column indicates that the element should
be give
n 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?	X		
D02.	Is each corridor, etc., free from obstruction to wheelchair users and from hazards to people with impaired vision?	X		
D03.	Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	X		
D04.	Is turning space available for w.ch. users?	X		
D05.	Do natural and artificial lighting avoid glare and silhouetting?	X		
D06.	Are there visual clues for orientation?	X		
D07.	Do floor surfaces:			
	(a) allow ease of movement for wheelchair users?	X		
	(b) avoid light reflection and sound reverberation?	X		
D08.	Do textured surfaces convey useful information for people with impaired vision?	X		
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?	X		
D10.	Are there tactile signs and information for those with impaired vision?	X		
D11.	Is the maintenance of these items checked regularly?	X		
D12.	Is lighting designed to meet a wide range of needs?	X		
D13.	Is sufficient circulation space allowed for wheelchair users?	X		
D14.	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	X		
D15.	Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		
D16.	Are all areas for assembly/meeting equipped with an induction loop system?	X		
D17.	If the use of an induction loop system is precluded is an infrared system in place?			
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?	X		
D19.	Are telephones fitted with inductive loop couplers?	X		

		Y	N	
D20.	Is a minicom available for use by people with hearing disabilities?		X	

General notes to block:

Vertical movement and internal level change

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

Block Whole Site **Date of survey** 04/10/2019

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

Consider each question from the perspective of each type of disability:
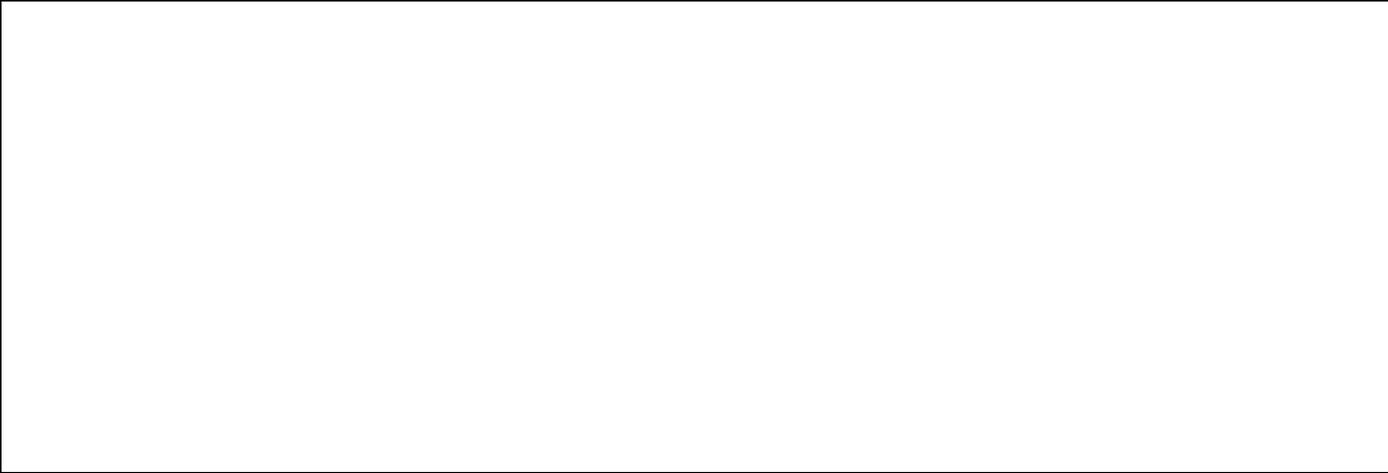
- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

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)	X		
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)	X		
E03.	Is any level change clearly lit?	X		
E04.	Is the pitch (risers & treads) of stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	X		
E05.	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	X		
E06.	Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?	X		
E07.	Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	X		

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?	X		
E10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift	X		
E11. Platform Lift			
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)	X		
(b) Is the platform adequate for wheelchair use and manoeuvre.	X X		
(c) In the event of a power failure does the platform return to lower level?	X		
(d) Is the equipment maintained and its operation checked regularly?	X		
E12. Lift			
(a) Is the lift's location clearly defined by visual and tactile information? (delete)	X		
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)	X		
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?	X		
(d) Does the lift door open widely enough for wheelchair user access?	X		
(e) Does door operation allow slow entry and exit?	X		
E13. (f) Do the lift car internal dimensions allow sufficient	X		
space for a wheelchair user and carer?	X		
(g) Does the car have appropriate support rails?	X		
(h) Are the lift car controls. inc. emergency call, located within reach of all users and with visual and tactile information?	X		
(i) Is there audible floor indication?	X		
(j) Is the lift an 'Evacuation Lift? (see section J – MEANS OF ESCAPE)		X	
(k) Is the lift regularly maintained and its functional operation routinely checked?	X		
(g) Does the car have appropriate support rails?	X		

e) Doors
ACCESS AUDIT CHECKLIST: Sheet ………… of ……………

Block Whole Site Date of survey 04/10/2019

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 Purpose?	X		
F02.	Can they be readily distinguished?	X		
F03.	If glass, are they visible when shut?	X		
F04.	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)	X		
F05.	Does the clear opening width permit wheelchair access?	X		
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?	X		
F07.	Is any door furniture/handle at a height for standing/sitting use? (delete)	X		
F08.	Are door/handles clearly distinguished?	X		
F09.	Can the door furniture/handles be easily operated?	X		
F10.	If door closers are fitted, do they provide the following: (delete)			
	(a) security linkage?	X		
	(b) delay-action closure?	X		
	(c) slow-action closure?	X		
	(d) minimum closure pressure?	X		
F11.	Is door/mechanism function checked regularly?	X		

General notes to block:

f) Lavatories

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

Block Whole Site **Date of survey** 04/10/2019

G - LAVATORIES

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

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

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

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

General notes to block:

g) Fixtures and checklist

ACCESS AUDIT CHECKLIST: Sheet ………….. of ………….

Block Whole Site **Date of survey** 04/10/2019

H – FIXTURES AND FITTINGS

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?	X		
H02.	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	X		
H03.	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc.?	X		
H04.	Is it possible for people with disabilities to serve as volunteers?	X		
H05.	Are all fittings readily distinguishable from their background?	X		
H06.	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	X		
H07.	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	X		
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?	X		
H09.	Are all relevant locations clearly signed?	X		

General notes to block:

h) Information

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

Block Whole Site Date of survey 04/10/2019

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
I01.	Is the building equipped to provide hearing assistance?	X		
I02.	Does lighting installation of the building take into account the needs of people with visual disabilities?	X		
I03.	Is there a tactile plan or diagram of the building?	X		
I04.	Are there large-print versions of information about the building/activities available?	X		
I05.	Is there 'braille' information available for people with visual disabilities?	X		
I06.	Is there an 'audio' version of information about the building available?	X		
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?	X		
I08.	Where a payphone is provided does it have a hearing aid coupler?	X		
I09.	Are all relevant locations clearly signed?	X		

General notes to block:

i) Means of escape

ACCESS AUDIT CHECKLIST: Sheet ……….. of ………..

Block Whole Site **Date of survey** 04/10/2019

J – MEANS OF ESCAPE

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

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

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

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

General notes to block: