



ARK All Saints Academy
ACCESSIBILITY PLAN
2016-2019



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SETTING INFORMATION

Vision and Values

ARK All Saints Academy is an inclusive academy where all scholars are made to feel welcome and valued. Our Academy vision sets out to ensure that all scholars 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 scholars to be actively involved in their own learning. This involves valuing all scholars and staff equally and reducing barriers to learning and participation. ARK All Saints Academy aims to provide a rigorous and transformational education that prepares scholars for success at university and beyond.

Describe the Diverse Needs of the Community

Ark All Saints is located in the London Borough of Southwark on the border with Lambeth. Over 85% of our scholars come from Southwark- with an increasing number living in the immediate local area. Most of our children come from 4 main local schools- Brunswick park Primary School, John Ruskin Primary School, Crawford Primary School and Comber Grove Primary School. OFSTED rate 1 of these schools as outstanding, 2 as good and 1 requiring improvement. Traditionally the areas our children live would be described as underprivileged when compared to other areas in London. There is a wide range of ethnicities and religions in a small area. When on site at AASA many of our parents require mobility support or translators for meetings. Due to family work commitments it is necessary to offer parents meetings outside of 'normal' school hours. This would include early morning and evening appointments.

Consultation to inform Audit/Action Plan: Academy 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

Parents are encouraged to arrange to see staff if they have particular concerns (or complaints).

Views of Children and Young People

Scholars are regularly consulted, including through personal reviews and scholar voice.

Who contributed to this Plan?

Tara Pope, Operations Director

PURPOSE

ARK All Saints Academy is committed to providing a fully accessible environment which values and includes all scholars, 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 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 everyday objects
- Speech, Hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

All scholars should be able to take part in the day to day academy life 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 academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education.

- Increase access to the curriculum for scholars with a disability, expanding the curriculum as necessary to ensure that scholars with a disability are as, equally, prepared for life as are the able-bodied scholars; (If the academy fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the academy such as participation in after-academy clubs, leisure and cultural activities or academy visits. It also covers the provision of specialist aids and equipment, which may assist these scholars in accessing the curriculum.
- Improve the delivery of written information to scholars, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plan is attached in section 4. This plan 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 Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Staff Professional Development Policy
- Behavior Management Policy
- Emergency Evacuation Procedures
- Academy Improvement Plan

Information from scholar data and academy audit

The latest information regarding the number of scholars with special educational needs and disability for ARK All Saints 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, scholars and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by ARK All Saints Academy to its scholars and staff.

The main priorities in ARK All Saints Academy 's plan are as follows:

Increasing the extent to which disabled scholars can participate in the academy curriculum

- ARK All Saints Academy will endeavor to provide suitable access to a range of curriculum opportunities.
- Where necessary, guidance and support will be given by the SENCO
- ARK All Saints Academy have several Teaching Partners who are deployed by the academys SENCO to ensure the needs of scholars with a statement or Education, Health and Care Plan are being met.
- ARK All Saints Academy to facilitate services from a range of agencies for all scholars and their families.

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

- ARK All Saints Academy has 2 lifts ensuring access for all scholars. The staffroom is accessible by lift for any staff with mobility needs or hidden disabilities.
- 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 the ground floor.
- ARK All Saints Academy has disabled toilet facilities for scholars and for the use of disabled people using extended academy services with grab handles for additional support and emergency cords to request help
- ARK All Saints Academy has disabled shower facilities with grab handles for additional support and emergency cords to request help.

PROCESS

This involves:

Access audit and review of current activities



Devise actions



Set Goals and Targets



Consult on plan



Implementation



Evaluate the plan

PLAN

We will:

- Continue to review the environment of the academy, the way we plan, prepare and deliver the curriculum, the information we provide for scholars so that we can improve the access for both individuals and groups
- Provide an atmosphere where all staff and scholars feel safe and valued
- We will achieve this by promoting understanding of disability and work to show positive models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasizes the person rather than the disability
- Review those parts of our extra-curricular activities which may have limited access for scholars with a disability and to provide a solution to enable us to provide learning experiences which promote similar development of knowledge and understanding

Improving Physical Access					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring /Review
Ensure no scholar is excluded from accessing the premises	Conduct an annual audit of academy premises taking into account the specific needs of any scholar either current or prospective	Classrooms are accessible to all scholars	Annual audit and update	All scholars can access the premises	By Operations
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 scholars will be met within lessons. Whole academy staff training session will offer all	All teachers are able to fully meet scholars' 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 SLT

Ensure computer provision for all scholars identified as requiring ICT support.	All departments to ensure computer/ Laptop access available for scholars An annual audit of the ICT needs of scholars	Improved attainment and progress for SEND scholars	On-going	All SEND scholars who require ICT support can access the curriculum and achieve.	By SLT
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 scholars	ARK All Saints Academy will continue to be a fully inclusive academy	On-going	Whole academy community is aware of issues relating to access and this is reflected in responses to scholar surveys and staff questionnaires	Scholar Well-Being/Pastoral and First Aider team.
Continue to ensure that the needs of SEND scholars are met and seen to be met.	Implement tracking to monitor the effectiveness of scholar Individual Support Plans - ISPs. Continually review policy and procedures	Improved attainment and progress for SEND scholars	September 2019	Needs of SEND scholars are addressed by all teachers SEND scholars feel supported. Data analysis shows progress for SEND scholars in line	Inclusion, Scholar Well-Being team
All out of academy activities are planned to ensure the participation of SEND scholars	Review all out of academy provision to ensure compliance with legislation	All out-of-academy activities will be conducted in an inclusive environment with providers that comply with all current	On-going	Increase in access to all academy activities for all SEND scholars	Pastoral and Enhanced Provision team
To liaise with Local primary academies and SENAR to review potential intake for September 2019	To identify scholars who may need additional to or different from provision for September 2019 intake	The academy will be able to put appropriate provision in place	Spring term 2016	Procedures/equipment/ Ideas set in place by September 2018	HT Enhanced Provision Team

Improving the Delivery of Written Information					
Target	Action	Outcome	Time scale	Success Criteria	Monitoring /Review
Make available written material in alternative formats, if required	The academy will make itself aware of the services available through the LEA for converting written information into alternative formats	The academy will be able to provide written information in different formats when required for	As required	Delivery of information to disabled scholars improved.	Admin Team
Make available academy brochures, academy newsletters and other information for parents in alternative formats, if required	Review all current academy publications and promote the availability in different formats for those that require it	All academy information available for all stakeholders	As required	Delivery of academy information to parents and the local community improved	Admin Team
Review documentation as required with a view of ensuring accessibility for scholars with visual impairment.	Give advice on alternative formats, as required, and use of IT software to produce customised materials	All academy information available to scholars/parents with visual impairments	As required	Delivery of academy information to scholars 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		On-going	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education; Regular attendance at academy events by parents with disabilities	Whole academy team

ACCESS AUDIT CHECKLISTS

a) Approach and car parking

ACCESS AUDIT CHECKLIST:

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 academy's Accessibility Plan.

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

General notes to block:

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

ACCESS AUDIT CHECKLIST:

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 academy's Accessibility Plan.

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)		N	Not needed
B02. Is it wide enough and suitably graded?			N/A
B03. Is the surface slip resistant?			N/A
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)			N/A
B08. Identified by visual/tactile information?			N/A
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)	Y		
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	Y		2 X LIFTS

General notes to block:

c) Entrances, including reception

ACCESS AUDIT CHECKLIST:

C – ENTRANCES, INCLUDING RECEPTION			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 		<ul style="list-style-type: none"> • 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 academy's Accessibility Plan.			
	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	Y		
C02. If glass is it visible when closed?	Y		
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	Y		
C04. Does it have a level or flush threshold, and a recessed matwell? (delete)	Y		
C05. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	Y		
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	Y		
C07. Can the door furniture be used at both standing and seated height? (delete)	Y		
C08. Can it be easily grasped and operated?	Y		
C09. If the door has a closer mechanism does it have:			
(a) delayed closure action?	Y		
(b) slow-action closer?	Y		
(c) minimal closure pressure?	Y		
C10. If the door is power-operated does it have visual and tactile information?	Y		
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y		
C12. If there is a lobby, do the inner and outer doors meet the same criteria?	Y		
C13. Do lobby layouts enable all users to clear one door before going through the next?	Y		
C14. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	Y		
C15. Does the lighting installation take account of the needs of visually disabled people?			
C16. Are floor surfaces:			
(a) slip-resistant, even when wet?	Y		
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	Y		
(c) firm for wheelchair maneuver?	Y		

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

General notes to block:

d)

Horizontal movement and assembly

ACCESS AUDIT CHECKLIST:

D – HORIZONTAL MOVEMENT AND ASSEMBLY			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 		<ul style="list-style-type: none"> • 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 academy's Accessibility Plan.			
	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to maneuver and for other people to pass?	Y		
D02. Is each corridor, etc., free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal maneuver?	Y		
D04. Is turning space available for w.ch. users?	Y		
D05. Do natural and artificial lighting avoid glare and silhouetting?	Y		
D06. Are there visual clues for orientation?	Y		
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	Y		
(b) avoid light reflection and sound reverberation?	Y		
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?	Y		
D10. Are there tactile signs and information for those with impaired vision?	Y		
D11. Is the maintenance of these items checked regularly?	Y		
D12. Is lighting designed to meet a wide range of needs?	Y		
D13. Is sufficient circulation space allowed for wheelchair users?	Y		
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		
D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?	Y		
D16. Are all areas for assembly/meeting equipped with an induction loop system?		N	
D17. If the use of an induction loop system is precluded is an infra-red system in place?		N	
D18. Is the functioning and operation of the induction loop or infra-red system checked regularly?			N/A
D19. Are telephones fitted with inductive loop couplers?		N	

D20. Is a minicom available for use by people with hearing disabilities?	Y		
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General notes to block:

d) Vertical movement and internal level change

ACCESS AUDIT CHECKLIST:

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 		<ul style="list-style-type: none"> • 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 academy'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)		N	
E02. Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)		N	
E03. Is any level change clearly lit?	Y		
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	Y		
E05. If there are landings are they large enough to permit passing and turning maneuvers, and are they provided in any long flight?	Y		
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
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?	Y		
E09. Are steps available as an alternative to any ramp or ramped surface?	Y		
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)	Y		2 X LIFTS
E11. Lift			
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)	Y		
(b) Is the platform adequate for wheelchair use and maneuver.	Y		
(c) In the event of a power failure does the platform return to lower level?	Y		
(d) Is the equipment maintained and its operation checked regularly?	Y		
E12. Stairlift (delete)			
(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels?			N/A
(b) Is the platform adequate for wheelchair use and manoeuvre?			N/A
(c) Is approach convenient and safe at all appropriate landings? (delete)			N/A

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

General notes to block:

e) Doors

ACCESS AUDIT CHECKLIST:

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 academy's Accessibility Plan.

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

General notes to block:

f) Lavatories

ACCESS AUDIT CHECKLIST:

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 academy's Accessibility Plan.

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

General notes to block:

g) Fixtures and checklist

ACCESS AUDIT CHECKLIST:

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 academy's Accessibility Plan.

	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?	Y		Y to wheelchair users N to hearing impairments
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			N/A
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc.?	Y		
H04. Is it possible for people with disabilities to serve as volunteers?	Y		
H05. Are all fittings readily distinguishable from their background?	Y		
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	Y		
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Y		
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?			N/A
H09. Are all relevant locations clearly signed?			N/A

General notes to block:

h) Information

ACCESS AUDIT CHECKLIST:

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 academy's Accessibility Plan.

	Y	N	Notes
101. Is the building equipped to provide hearing assistance?		N	
102. Does lighting installation of the building take into account the needs of people with visual disabilities?	Y		
103. Is there a tactile plan or diagram of the building?	Y		
104. Are there large-print versions of information about the building/activities available?		N	
105. Is there 'braille' information available for people with visual disabilities?		N	
106. Is there an 'audio' version of information about the building available?		N	
107. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?		N	
108. Where a payphone is provided does it have a hearing aid coupler?			N/A
109. Are all relevant locations clearly signed?	Y		

General notes to block:

i) Means of escape

ACCESS AUDIT CHECKLIST:

J – MEANS OF ESCAPE			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 		<ul style="list-style-type: none"> • 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 academy's Accessibility Plan.			
	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system? (delete)	Y		
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Y		
J03. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)		N	Evac Chairs
J04. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	Y		
J05. If refuges are available are they equipped with 'carry chairs'?	Y		
J06. Is there a 'management evacuation strategy' for staff, scholars and visitors, and are staff trained in evacuation procedures?	Y		
J07. Is the evacuation strategy checked regularly for its effectiveness?	Y		Annually
J08. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	Y		
J09. Are all fire warning devices and detectors checked routinely and regularly?	Y		

General notes to block: