

Access Audit Checklist

The linked audit is based on information published by the Architects and Building Branch of the Department for Education and Skills in the Department's Building Bulletin 91 Access for Disabled People to Schools Buildings Management and Design Guide. They have been reproduced to assist schools auditing their premises to assist writing Accessibility Plans.

The Access Audit Checklist is separated into ten sections. These are listed below:

- [Approach and car parking](#)
- [Routes and external level change, including ramps and steps](#)
- [Entrances, including reception](#)
- [Horizontal movement and assembly](#)
- [Vertical movement and internal level change](#)
- [Doors](#)
- [Lavatories](#)
- [Fixtures and fittings](#)
- [Information](#)
- [Means of escape](#)

The checklists are particularly helpful when there is a need to audit an area prior to carrying out some repair, maintenance, refurbishment or improvement work. It is essential that, whenever there is a proposal to spend money on the school's accommodation, the potential to include access improvements in the scheme is considered. Running through the checklist again is a good way to ensure that nothing is forgotten.

On completion, the checklists indicate those areas and elements of the school that should be considered for inclusion in the Accessibility Plan, as requiring either physical improvements to access or access management measures to be developed and written in.

Audit Access for all Types of Disability

It is very important that each area is assessed for its ease of access considering all of the types of disability suggested — Ambulant, Dexterity, Visual, Auditory, Comprehension. Ambulant difficulty making wheelchair use necessary should be considered as an additional and specific requirement. Often a feature will potentially form an obstacle to any person, but to an increasing extent relative to the type and degree of disability. A kerb causes any person to pause in their stride and is an easily negotiated obstacle. It might not be a serious obstacle to someone with slight ambulatory disability; but it could be insurmountable to someone propelling

themselves in a wheelchair and be a serious danger to someone with visual disability.

Obstacles to wheelchair access are some of the most obvious in audit — steps, narrow corridors, heavy doors, lack of space for a comfortable turning circle and so on.

Many accessibility problems for someone with ambulatory difficulties will be similar to those for a wheelchair user, but they can usefully be considered separately because the solutions might be different. Although it is likely that most spaces accessible to a wheelchair user would be accessible to someone with ambulatory difficulties, there are some specifics. A very long corridor might be fine for a wheelchair user, able to take a short rest when he or she wishes, but an obstacle to someone using crutches who might well appreciate the occasional wall bar or bench. Some people with ambulatory disabilities will actually find steps easier than ramps, and whenever possible the recommendation is that both steps and ramp should be provided for a level rise, the steps to have consistent treads and risers.

Accommodating people with dexterity problems provides examples of the fact that it need cost no more to meet the needs of all, including those who have difficulty in this respect. A well-designed window catch, door handle, or lock is easily used by everyone, only lack of thought leads to the specification of models that are awkward to use. If you are replacing door furniture as a maintenance item, carefully consider the replacement units and take the opportunity to improve access without cost. Consider, for example, a teacher with a damaged hand who has to get help to unlock a resource cupboard because the lock and handle are fiddly. What a waste of time, and what unnecessary indignity - his or her needs are not 'special', such a simple piece of equipment should be useable at a wide range of dexterity levels.

In assessing accessibility for those with visual disabilities one would look at lighting levels, quality of lighting, highlighted stair tread edges, the need for tactile signage, need for tactile controls, e.g. in a lift or to a telephone, contrasting colour schemes, schemes that make doors and passageways stand out,

For auditory disabilities you would look at harsh surfaces causing poor acoustic transmission, need for induction loops, and provision of visual signals instead of auditory - for example supplementing class change bells with pulsing lights.

Assessing needs for people with comprehension disabilities is rather more subtle. Reinforcing signage with pictograms, or even the use of only a standard pictogram without text, is common practice in public buildings. Instructions, for example on how to use the school's secure entrance, should be brief and clearly written. Access to assistance if required should always be clearly indicated. Remember that we are

talking about all users of the site, including a dyslexic parent who has been directed to the Open Day room in which their child's artwork is exhibited. We all have comprehension difficulties at times, for example when you are late for a flight and suddenly all the signage that seems so clear when you are in a relaxed state of mind appears to be contradictory as you try to find your departure gate. For some people this is the norm, and the less hostile we can make the environment the better.

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...2....

Block.....**Whole Site** Date of survey...**May 2020**

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

General notes to block:

Car park will be resurfaced in August 2020 which will improve the surface further.

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...1....

Block.....**I- Building** Date of survey.....**May 2020**.....

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

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

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

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

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

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom?	N/A		Lift in operation within the building.
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?	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?	✓		Lift is in place Also steps with level surfaces at bottom, middle and top.
B08. Identified by visual/tactile information?	✓		
B09. Are there handrails to one or both sides?	✓		
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?	N/A		
B13. Are landings of adequate size and are they provided at intermediate levels in long flights?	N/A		
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9	N/A		

General notes to block:

I-Building is a new development finished in 2019 – corridors and rooms are wider and larger than the main building of the school.

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...1....Block.....**Main Building**..... Date of survey.....**May 2020**.....**B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS**

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

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

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

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

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom?	√		
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?	√		Handrail on one side with a wall on the other
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?	N/A		
B08. Identified by visual/tactile information?	N/A		
B09. Are there handrails to one or both sides?	N/A		
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?	√		
B13. Are landings of adequate size and are they provided at intermediate levels in long flights?	N/A		
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9	N/A		

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...2....

Block...**I-Building** Date of survey.....**May 2020**.....

C – ENTRANCES, INCLUDING RECEPTION

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

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

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

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

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	√		
C02. If glass is it visible when closed?	√		
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	√		
C04. Does it have a level or flush threshold, and a recessed matwell?	√		
C05. Is there visibility through the door/way from both sides at standing and seated levels?	√		
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	√		
C07. Can the door furniture be used at both standing and seated height?	√		
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?	N/A		
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?	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?		√	

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...2....

Block...**Main School**..... Date of survey.....**May 2020**.....

C – ENTRANCES, INCLUDING RECEPTION

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

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

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

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

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	√		
C02. If glass is it visible when closed?	√		
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?		√	Some doors require both doorways to be opened.
C04. Does it have a level or flush threshold, and a recessed matwell?		√	Not recessed mats – mats have tapered edges.
C05. Is there visibility through the door/way from both sides at standing and seated levels?	√		
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	√		Inner door needs greater area
C07. Can the door furniture be used at both standing and seated height?	√		
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?	N/A		
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?		√	Inner door – needs more space
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?		√	The corridors are hard flooring.
(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?	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?		√	

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...2....

Block.....**I-Building**..... Date of survey.....**May 2020**.....

D – HORIZONTAL MOVEMENT AND ASSEMBLY

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

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

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

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

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	√		
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	√		
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	√		
D04. Is turning space available for w.ch. users?	√		
D05. Do natural and artificial lighting avoid glare and silhouetting?	√		
D06. Are there visual clues for orientation?		√	
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	√		
(b) avoid light reflection and sound reverberation?	√		
D08. Do textured surfaces convey useful information for people with impaired vision?		√	
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	√		
D10. Are there tactile signs and information for those with impaired vision?	√		
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?	√		Environment can be adapted to suit the needs of any person.
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:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...2....

Block.....**Main Building**..... Date of survey.....**May 2020**.....

D – HORIZONTAL MOVEMENT AND ASSEMBLY

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

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

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

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

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	√		
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?		√	Some of our corridors are also cloakrooms – try to keep everything off of the floor to keep it clear.
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?			Not in all corridors
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?		√	Some floors are not great for sound
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?	√		Environment can be adapted to suit the needs of any person.
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:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...3....

Block.....**I-Building** Date of survey.....**July 2020**

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 lighting?	√		
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?		√	
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?	√		
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?	N/A		
E09. Are steps available as an alternative to any ramp or ramped surface?	N/A		
E10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)? (delete)	N/A		
E11. Platform Lift			
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)	N/A		
(b) Is the platform adequate for wheelchair use and manoeuvre.	N/A		
(c) In the event of a power failure does the platform return to lower level?	N/A		
(d) Is the equipment maintained and its operation checked regularly?	N/A		
E12. Stairlift			

(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?	N/A		
(d) Does the stairlift 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?	√		
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels?	√		
(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?	√		
(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:

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ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...3....

Block.....**Main Building**..... Date of survey.....**July 2020**

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 lighting?	√		
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?		√	
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?	√		
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?	N/A		
E09. Are steps available as an alternative to any ramp or ramped surface?	N/A		
E10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)? (delete)	N/A		
E11. Platform Lift			
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)	N/A		
(b) Is the platform adequate for wheelchair use and manoeuvre.	N/A		
(c) In the event of a power failure does the platform return to lower level?	N/A		
(d) Is the equipment maintained and its operation checked regularly?	N/A		
E12. Stairlift			

(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?	N/A		
(d) Does the stairlift 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?	N/A		
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels?	N/A		
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?	N/A		
(d) Does the lift door open widely enough for wheelchair user access?	N/A		
(e) Does door operation allow slow entry and exit?	N/A		
(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer?	N/A		
(g) Does the car have appropriate support rails?	N/A		
(h) Are the lift car controls, inc. emergency call, located within reach of all users and with visual and tactile information?	N/A		
(i) Is there audible floor indication?	N/A		
(j) Is the lift an 'Evacuation Lift? (see section J – MEANS OF ESCAPE)	N/A		
(k) Is the lift regularly maintained and its functional operation routinely checked?	N/A		

General notes to block:	
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ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...1....Block.....**I-Building**.....Date of survey.....**July 2020****F - DOORS**

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

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

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

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

	Y	N	Notes
F01. Do the doors serve a functional/safety purpose?	√		
F02. Can they be readily distinguished?	√		
F03. If glass, are they visible when shut?	N/A		
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	√		
F05. Does the clear opening width permit wheelchair access?		√	Not always
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?	√		
F08. Are door/handles clearly distinguished?	√		
F09. Can the door furniture/handles be easily operated/grasped?	√		
F10. If door closers/mechanisms are fitted do they provide the following:			
(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 ...1.. of ...1....Block.....**Main Building**.....Date of survey.....**July 2020****F - DOORS**

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

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

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

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

	Y	N	Notes
F01. Do the doors serve a functional/safety purpose?	√		
F02. Can they be readily distinguished?	√		
F03. If glass, are they visible when shut?	N/A		
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	√		
F05. Does the clear opening width permit wheelchair access?		√	Not always
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?	√		
F08. Are door/handles clearly distinguished?	√		
F09. Can the door furniture/handles be easily operated/grasped?	√		
F10. If door closers/mechanisms are fitted do they provide the following:			
(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 ...1.. of ...2....Block.....**I-Building**..... Date of survey.....**July 2020**.....**G - LAVATORIES**

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

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

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

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

	Y	N	Notes
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?	√		
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?	√		
G15. Are the fittings arranged to facilitate these manoeuvres?	√		
G16. Are handwashing and drying facilities within reach of someone seated on the WC?		√	
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	√		
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	√		

G19. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc., and is any difficulty caused by the activity of service contractors?	√		
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?		√	All left

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...2....Block.....**Main Building**..... Date of survey.....**July 2020****G - LAVATORIES**

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

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

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

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

	Y	N	Notes
G01. Is WC provision made for people with disabilities?	√		
G02. Do all lavatory areas have slip-resistant floors?	√		
G03. Are they easy to distinguish by colour contrast from walls?	√		
G04. Are all fittings readily distinguishable from their background?	√		
G05. Are all door fittings/locks easily gripped and operated?	√		
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	√		
G07. Is provision made for wheelchair users? If so:	√		
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc?	√		
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?	√		
G15. Are the fittings arranged to facilitate these manoeuvres?	√		
G16. Are handwashing and drying facilities within reach of someone seated on the WC?	√		
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	√		
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	√		

G19. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc., and is any difficulty caused by the activity of service contractors?	√		
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?		√	Is only a left-handed approach. Those in the i-building are also left-handed approaches.

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...1....

Block.....**I-Building** Date of survey.....**July 2020**

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?	√		
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	N/A		No fixed seating
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?		√	Staff room is very small with little room for manoeuvre
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?		√	Slip resistant flooring - √ Kitchen units- x Sink /taps – x
H09. Are all relevant locations clearly signed?	√		

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...1....

Block.....**Main Building**..... Date of survey.....**July 2020**

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?	√		
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	N/A		No fixed seating
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?		√	Not all staff room facilities are accessible. Water cooler tricky to access High cupboards, high level sink and hot water dispenser.
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?		√	Slip resistant flooring - √ Kitchen units- x Sink /taps – x
H09. Are all relevant locations clearly signed?	√		

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...1....Block.....**Main Building & I-Building**..... Date of survey...**July 2020****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?		√	
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?		√	
I03. Is there a tactile plan or diagram of the building?		√	
I04. Are there large-print versions of information about the building/activities available?		√	This is easily possible to increase the size of our school map and information.
I05. Is there 'braille' information available for people with visual disabilities?		√	
I06. Is there an 'audio' version of information about the building available?		√	
I07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?		√	
I08. Where a payphone is provided does it have a hearing aid coupler?	N/A		No payphone
I09. Are all relevant locations clearly signed?	√		

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...1....

Block...**Main Building**..... Date of survey...**July 2020**

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?		√	
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?	√		
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?	√		
J09. Are all fire warning devices and detectors checked routinely and regularly?	√		

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...1....

Block...**Main Building**..... Date of survey...**July 2020**

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?		√	
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?	N/A		
J04. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	N/A		
J05. If refuges are available are they equipped with 'carry chairs'?	N/A		
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?	√		
J09. Are all fire warning devices and detectors checked routinely and regularly?	√		

General notes to block: