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# Holly Lodge High School

College of Science



## Accessibility Policy 2021

Date Adopted: \_\_\_\_\_

To be reviewed: \_\_\_\_\_

Signed by Governors: \_\_\_\_\_

Signed by Head Teacher: \_\_\_\_\_

each:

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# Accessibility Policy 2021

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This Access Policy pays due regard government law including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN.

This **Accessibility Policy** is divided into four sections:

**Section 1: Access to the Curriculum** - for students

**Section 2: Access to Pastoral Support** - includes the principles of past county and national initiatives, including 'Every Child Matters' (ECM) for staff, parents and students

**Section 3: Site Accessibility** - for staff, parents, students and the community

**Section 4: Access to Information** - for staff, parents, students and the community

This Access Policy details policies and initiatives, how these are monitored, reviewed / evaluated, and how these evaluations are developed and embedded into school systems and practice.

This Access Policy is an 'umbrella' document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the senior leadership team and governors.

This Access Policy - through detail in individual policies - therefore highlights key whole school aims for 2018-19.

The Policy is reviewed each year by the senior leadership team, with individual responsibilities for specific sections of the Policy as noted; it is also reviewed by the Governing Body.

## Section 1: Access to the curriculum

This section of the Access Plan is monitored by the SENCo (RRC), who works in conjunction with the Deputy Head Teacher for Curriculum (NWI).

Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following policies support this aim:

**School Development Plan**

**Pupil Premium**

**Making and Feedback**

**Special Educational Needs Policy (and also an SEN Information Report)**

**Principal features of Holly Lodge High School are:**

- Within their teaching teams Leaders of Learning monitor students' progress, linked to a member of SLT.
- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by teaching staff and the Senior Leadership Team.

- Progress is reviewed by the students' form tutor and subject staff; A range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required. For example the Literacy and Numeracy intervention at KS3.
- There are guided choices for Y9 students choosing KS4 courses: discussions with students, parents and teaching staff. There is an options evening where all students are invited to attend.
- At Key Stage 5 students have access to a wide range of A levels and BTECs principally dependent on their prior educational attainment at KS4.
- More able students are identified by the More Able teaching staff with curriculum development and extension activities.
- There are various Personalisation interventions at KS4 to provide a differentiated and appropriate curriculum for identified students: these include English Booster after school and Maths 1:1 support.
- All Year 10 students have a work experience placement at the end of their Year 10; for specifically identified students longer work experience placements are available.
- Throughout KS4, through whole school data and SEN specialist testing, students are identified for Access Arrangements (exam concessions).

## Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Access Plan is the Assistant Head Teacher for Safeguarding and Pastoral DSO, the SENCo, Heads of Year, Key Stage Directors and Mentors. Outside professionals, such as the Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), who support the School, contribute additionally to this work.

Pastoral support includes access to Personal Development mornings and days which focus on the informal curriculum. These cover a range of personal, social and citizenship based lessons.

Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs. All students are mentoring under the Pastoral Development Meetings which ensures that academic progress is closely monitored and liaised with parents.

The School's various separate policies contribute to supporting these aims:

### Attendance Policy

Anti-Bullying Policy

Behaviour Management System

Behaviour for Learning Policy

Safeguarding and Child Protection Policy

Principal features of Holly Lodge are:

- Designated Child Protection staff with relevant training and links to Sandwell Council.
- Looked After Children are identified and monitored (linked to county professionals and following county guidelines) by a specialised LAC teacher.
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by pastoral leaders/teaching staff/ Senior Leadership Team
- Children who act as 'Young Carers' are identified and monitored
- Pastoral system identifies, leads on and monitors individual students requiring enhanced support / monitoring

- The Personalisation Team is used to help the re-integration of school phobics and school refusers.
- Educational Psychologists closely support the work of the school, and of individual students, as required by their needs
- The Careers and Work Experience team support students from Year 10 onwards with work-related learning and planning for the future.
- Sustained and developed links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students. The designated school nursing team also offers support to students as needed.
- Risk Assessments identify students who require enhanced monitoring through medical / mobility needs or behaviour issues.
- Pastoral staff are able to give information and advice to parents on how to support their child as needed.

## Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Principal with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents and visitors to the school on both sites have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes will be made to the curriculum -typically this will mean re-rooming to accessible accommodation.

The following policies support these aims:

### Equality Policy

### Fire Risk Assessments and the Fire Safety Action Plan

#### Principal features of Holly Lodge:

- The annual audit of each site, using Sandwell's Council's framework / guidelines, referring to The Access Needs Report. (Please see audit check lists)
- Health and safety issues identified and addressed on a continuous basis by a range of people within school - teachers (activities, classrooms) and Leaders of Learning (departmental areas) and SLT in reviewing these procedures and activities
- Risk assessments are written principally for two purposes: for activities and for groups of students; and for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability)
- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability
- The medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the school nursing team, is circulated to staff in school on a need to know basis
- The medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Principal and related staff

- The Personalisation Team has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines
- Outside professionals (for example, the Visual Impairment Team, Hearing Impairment, physiotherapists, Inclusion Support) support the work of the school, and the integration of specific students within mainstream classes

## Section 4: Access to Information

This section of the Access Plan is monitored by the **Head Teacher** with support from the school's administration team. The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

### Purpose of this policy:

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

In addition the School has its own policy on the staff code of conduct and Complaints.

### Responses to requests for information

All school policies and other relevant documents are posted on, and may be downloaded from, the school's web site or hard copies may be requested at a small charge.

Parents/students may request copies of student record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.

Parents/students may not be given access to records which contain information on other staff/students which would breach our Confidentiality Policy and/or the Data Protection Act

All requests for information should be made, preferably in writing, to the **School Business Manager**.

Any complaints should be addressed through the School's Complaints Procedure.

### Information provided by the school

#### Students have access to information by:

- The regular reporting of students' progress by written reports from teachers and access to Class Charts.
- Feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings and Academic Review Day
- Reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, the Sixth Form review process, and such like

- The SEN review process
- The Virtual Learning Environment (Moodle)
- Representation on/by the Student Council (Student leadership Forum)

## **Parents have access to information by:**

- The regular reporting of their child's progress by written reports from teachers
- Teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations
- Talking to teachers and support staff at annual subject-based Parents' Evenings, Academic Review Days and Termly Progress Reviews
- New Parents' evening
- KS5 post-16 Information Evenings
- Newsletters from the Principal.
- The school's website
- The annual School Report/School Profile
- Tours/talks to parents of new students
- By prior appointment to visit the school
- Specific requests or information (see above)
- Through appointments with teachers
- The Main School Prospectus, and the Sixth Form Prospectus
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school

## **Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:**

- The School's website
- Contact with professionals within the school
- By written request to Mrs D. Broadbent School Business Manager
- Accessibility of information

The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

## **For example:**

- The School will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.

- The School will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information.
- During parents' evenings and review meetings of children's performance in school, details are confirmed to parents how they can access information
- The School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information

**ACCESS AUDIT CHECKLIST:** Sheet ...1.. of 8

Block...A Block Date of survey 20-9-2021

**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?	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?		N	The bushes are overhanging this is Mities responsibility
A09. Is it adequately lit?	Y		
A10. Is it identified by visual, audible and tactile information?			
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?			
A15. Is the route to the building kept free of snow, ice and fallen leaves?			Sometimes there are leaves, but in general areas are clear
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)			

General notes to block:





## ACCESS AUDIT CHECKLIST: Sheet 2 of 8

Block C

Date of survey 20-9-2021

### 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? (delete)	Y		
B02. Is it wide enough and suitably graded?	Y		
B03. Is the surface slip resistant?	Y		
B04. Are there kerbs and are there edges protected to prevent accidents?	Y		
B05. Are there handrails to one or both sides? (delete)		N	
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?	Y		
B07. Are there (alternative) steps? (delete)	Y		
B08. Identified by visual/tactile information?		N	
B09. Are there handrails to one or both sides? (delete)		N	
B10. Are ramps and steps adequately lit?	Y		
B11. Are treads and risers consistent in depth and height?			Mitie are responsible
B12. Are all nosings marked and/or readily identifiable? (delete)			Mitie are responsible
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			Mitie are responsible

General notes to block:

## ACCESS AUDIT CHECKLIST: Sheet 3 of 8

Block A Date of survey 20-9-2021

<b>C – ENTRANCES, INCLUDING RECEPTION</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	Y		
C02. If glass is it visible when closed?			NA
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?	Y		

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 manoeuvre?			
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?	Y		
C20. If public telephone is available (say at reception, is it, and its instructions):	Y		
(a) at a height suitable for all users?	Y		
(b) equipped with inductive coupling?	Y		
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?	Y		

General notes to block:

## ACCESS AUDIT CHECKLIST: Sheet 3 of 8

Block A Date of survey 20-9-2021

### 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?	Y		
C02. If glass is it visible when closed?			NA
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?	Y		

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 manoeuvre?			
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?	Y		
C20. If public telephone is available (say at reception, is it, and its instructions):	Y		
(a) at a height suitable for all users?	Y		
(b) equipped with inductive coupling?	Y		
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?	Y		

General notes to block:

## ACCESS AUDIT CHECKLIST: Sheet 4 of 8

Date of survey 20-9-2021

<b>D – HORIZONTAL MOVEMENT AND ASSEMBLY</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre 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 manoeuvre?	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?			Mitie are responsible
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?			Mitie are responsible
D10. Are there tactile signs and information for those with impaired vision?			Mitie are responsible
D11. Is the maintenance of these items checked regularly?			Mitie are responsible
D12. Is lighting designed to meet a wide range of needs?			Mitie are responsible
D13. Is sufficient circulation space allowed for wheelchair users?			Mitie are responsible
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?			Mitie are responsible
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?			Mitie are responsible

D17.	If the use of an induction loop system is precluded is an infra-red system in place?			Mitie are responsible
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?			Mitie are responsible
D19.	Are telephones fitted with inductive loop couplers?			Mitie are responsible
D20.	Is a minicom available for use by people with hearing disabilities?			

General notes to block:



## ACCESS AUDIT CHECKLIST: Sheet 5 of 8

Date of survey 20-9-2021

### 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)	Y		
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)			Mitie are responsible
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)			Mitie are responsible
E05. If there are landings are they large enough to permit passing and turning manoeuvres, 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?	Y		
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]			Mitie are responsible
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			Mitie are responsible
E09. Are steps available as an alternative to any ramp or ramped surface?			Mitie are responsible
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		
E11. Platform Lift (delete)			
(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 manoeuvre.	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)	Y		

(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)	Y		
(b) Is the platform adequate for wheelchair use and manoeuvre?	Y		
(c) Is approach convenient and safe at all appropriate landings? (delete)	Y		
(d) Does the stairlift have a 'Soft-Start' action?			Mitie are responsible
(e) When not in use is the platform powered to fold away to avoid obstruction?			Mitie are responsible
(f) In the event of a power failure does the platform return to lower level?			Mitie are responsible
(g) Is the equipment maintained and its operation checked regularly?			Mitie are responsible
<b>E13. Lift</b>			
(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?			
(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?			
(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?			Mitie are responsible Mitie are responsible
(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?			Mitie are responsible

General notes to block:



## ACCESS AUDIT CHECKLIST: Sheet 6 of 8

Date of survey 20-9-2021

### F - DOORS

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

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

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

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

	Y	N	Notes
F01. Do the doors serve a functional/safety purpose? (delete)	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/mechanisms are fitted do they provide the following: (delete)	Y		
(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:

## ACCESS AUDIT CHECKLIST: Sheet 7 of 8

Date of survey 20-9-2021

### 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?	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 manoeuvre 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:

## ACCESS AUDIT CHECKLIST: Sheet 8 of 10

Date of survey 20-9-2021

### 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?	Y		
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	Y		
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?	Y		
H09. Are all relevant locations clearly signed?	Y		

General notes to block:

## ACCESS AUDIT CHECKLIST: Sheet 9 of 10

Date of survey 20-9-2021

### 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
101. Is the building equipped to provide hearing assistance?			Mitie are responsible
102. Does lighting installation of the building take into account the needs of people with visual disabilities?			Mitie are responsible
103. Is there a tactile plan or diagram of the building?			Mitie are responsible
104. Are there large-print versions of information about the building/activities available?			Mitie are responsible
105. Is there 'braille' information available for people with visual disabilities?			Mitie are responsible
106. Is there an 'audio' version of information about the building available?	Y		
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?	Y		
108. Where a payphone is provided does it have a hearing aid coupler?			NA
109. Are all relevant locations clearly signed?	Y		

General notes to block:



## ACCESS AUDIT CHECKLIST: Sheet 10 of 10

Date of survey 20-9-2021

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

General notes to block: