Broom Barns Primary School

Accessibility policy and plan 2025-2028

Our aim and values at Broom Barns Primary School

Our aim is currently been worked on, to reflect the great work we do.

It will show what values we promote and explicitly teach in our curriculum, so we helpbuild great children who are a credit to themselves, their family and their school.

We want the children to try their best in all that they do – to aim high to achieve the best they can.

Responsibilities
The governors of the school are responsible for determining the content of the policy and the headteacher for implementation.

Publication
This policy will be published on the school website.

Monitoring and evaluating
This policy will be monitored as part of the schools' monitoring and evaluation programme.

Inclusion and equality statement
Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement ofall children to a balanced, broadly-based curriculum. We have systems in place for earlyidentification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will alwaysbe challenged.

Introduction

At Broom Barns Primary School we believe that every child should have access to a broad,balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims and objectives of this policy

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to takebetter advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annuallyin respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement andsupport the school's equality objectives and will be published on the school's website. Weunderstand that Hertfordshire Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive actionin the spirit of the Equality Act 2010 with regard to disability and to developing a culture ofinclusion, support and awareness within the school

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time

frame and anticipating the need to make reasonableadjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are theable-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, whichmay assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school andphysical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and informationabout the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum andwritten information.

Whole school training will recognise the need to continue to raising awareness for staffand governors on equality issues with reference to the Equality Act 2010.

The following Accessibility Plan should be read in conjunction with the following schoolpolicies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Disability Equality Scheme
- Staff Development policy
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan
- School brochure/ prospectus

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and subsequently updated and remains the responsibility of the governing body. It may not be feasible to undertake all ofthe works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be complete by the school to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Broom Barns Primary School Accessibility Plan

Access to the Curriculum			
Priority	**Strategies**	**Timescale**	**What will success look like?**
All school visits and trips need to be accessible to all pupils	○ Ensure venues and means of transport are vetted for suitability. ○ Staff to be given written guidance on making adjustments to school trips to include disabled pupils. ○ Staff training to include information on the Anticipatory Duty.	By July 2027	○ Written guidance is used in risk assessments for trips. ○ Planning for school trips shows evidence of reasonable adjustments.
Disability sports included in the P.E. curriculum	○ Review P.E. curriculum and include disability sports where possible.	By July 2027	○ Disability sports included in curriculum plan.
Access to after school activities.	○ Guidance given to staff on reasonable adjustments that can be made for after school clubs. ○ Risk assessments to be completed for individual pupils. ○ Staff training to include information on the Anticipatory Duty.	By July 2027	○ After school activities registers show evidence of access for disabled pupils.
Adaptations to the curriculum to meet the needs of individual leaners	○ All curriculum leaders to develop Curriculum Barriers and Solutions Document for each curriculum area. ○ Curriculum leaders to report on access to the curriculum for their curriculum area during monitoring, including for those with hidden disabilities.	By July 2027	○ Monitoring shows evidence of reasonable adjustments in all curriculum areas.
Access to the Physical Environment			
Priority	**Strategies**	**Timescale**	**What will success look like?**
Access into and around school for disabled pupils.	○ Ensure the school staff & governors are aware of access issues (‘access’ meaning ‘access to’ and ‘access from’) ○ Annual reminder to parents and carers through newsletter to let us know if they have difficulties with access to areas of school. ○ Develop a Personal Emergency Plan (PEEP) for any pupils with pupils with access difficulties.	By July 2027	○ All staff & governors are can articulate if pupils have access difficulties. ○ Parents have full access to all areas of school. ○ PEEPs are prepared and reviewed as individual needs change

Maintain safety for visually impaired people.	○ Update log of visually impaired pupil using school MIS (Arbor). ○ Ensure that exterior lighting is reviewed and logged systematically. ○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate.	By July 2027	○ MIS is up to date with accessible information on pupils who are visually impaired. ○ Hazard tape is in place.
Ensure there are enough fire exits around school that are suitable for people with a disability	○ Health and safety training includes importance of keeping fire exits clear. ○ All fire exits clearly sign posted.	By July 2027	○ All disabled personnel and pupils have safe exits from school.
Accessible car parking	○ Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school.	July 2027	○ There is a place for disabled members of staff and visitors to park throughout the school day that is near to the playground.

Access to Written Information			
Priority	**Strategies**	**Timescale**	**What will success look like?**
Accessible information on the school website.	○ Relevant information is available in a variety of formats and can be read be easily read by software (ie headings in html format). ○ All image on the website to include a caption. ○ Ensure that labels and fields on input forms are linked to enable read aloud software to read it.	July 2027	○ Read aloud software will recognise text on the website. ○
Accessible classroom infōrmation for pupils with language disorders.	○ Staff to be trained on the importance of visual support for pupils with language disorders. ○ All classroom displays, instructions and labels to include visual clues.	July 2027	○ All classrooms will have visual supports for written information.
School signage to be accessible to non-readers.	○ All relevant signage to include pictorial representations.	July 2027	○ Pupils and visitors are able to navigate the school, regardless of any disabilities.

Broom Barns Primary School

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

Block…..**Main Building**…… Date of survey……**11th March 2022**…….

A - APPROACH and CAR PARKING

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

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

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

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

		Y	N	Notes
A01.	Is the building within convenient distance of a public highway?	X		Drive down to main gates
A02.	Is the building within convenient distance of public transport?	X		Bus Stops within a couple of hundred metres
A03.	Is the building within convenient distance of car parking?	X		On site parking for those with a disabilty
A04.	Is the route clearly marked/found?		X	Not to reception office
A05.	Is the route free of kerbs?	X		Dropped kerb
A06.	Is the surface smooth and slip resistant?	X		Tarmac
A07.	Is the route wide enough?	X		
A08.	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?		X	Main doors open outwards
A09.	Is it adequately lit?	X		External lighting
A10.	Is it identified by visual, audible and tactile information?		X	
A11.	Is there car parking for people with reduced mobility?	X		See A03 above
A12.	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	X		? Disabled bay to be re-marked when required
A13.	Is the car parking as near the entrance as possible?	X		
A14.	Is the car parking area suitably surfaced?	X		Tarmac
A15.	Is the route to the building kept free of snow, ice and fallen leaves?	X		
A16.	Is the route level? (ie. no gradient steeper than 1:20 and no steps)	X		? Front tarmac

General notes to block:

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

Block……Main Community Room…… Date of survey……11.3.2022…….

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

General notes to block:

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

Block……Main and Nursery…… Date of survey……11.3.2022…….

C – ENTRANCES, INCLUDING RECEPTION

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

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

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

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

		Y	N	Notes
C01.	Is the door clearly distinguishable from the facade?	X		
C02.	If glass is it visible when closed?	X		
C03.	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	X		
C04.	Does it have a level or flush threshold, and a recessed matwell? (delete)	X		
C05.	Is there visibility through the door/way from both sides at standing and seated levels? (delete)	X		
C06.	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	X		
C07.	Can the door furniture be used at both standing and seated height? (delete)	X		
C08.	Can it be easily grasped and operated?	X		
C09.	If the door has a closer mechanism does it have:			
	(a) delayed closure action?			
	(b) slow-action closer?	X		
	(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?	X		
C12.	If there is a lobby, do the inner and outer doors meet the same criteria?	X		
C13.	Do lobby layouts enable all users to clear one door before going through the next?	X		
C14.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		X	
C15.	Does the lighting installation take account of the needs of visually disabled people?	X		
C16.	Are floor surfaces:			
	(a) slip-resistant, even when wet?		X	Slip resistant flooring in classes
	(b) of a quality that is sympathetic to acoustics – i.e. not so "hard" as to cause acoustic confusion?	X		
	(c) firm for wheelchair manoeuvre?	X		
C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		

C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?		X	
C19.	Is it fitted with an induction loop?		X	
C20.	If public telephone is available (say at reception, is it, and its instructions):			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?			

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ….. of …….Block…… Date of survey……11.3.2022…….

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?		X	
D02.	Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	X		
D03.	Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	X		
D04.	Is turning space available for w.ch. users?	X		
D05.	Do natural and artificial lighting avoid glare and silhouetting?		X	?
D06.	Are there visual clues for orientation?	X		
D07.	Do floor surfaces:			
	(a) allow ease of movement for wheelchair users?	X		
	(b) avoid light reflection and sound reverberation?	X		
D08.	Do textured surfaces convey useful information for people with impaired vision?			N/A
D09.	Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	X		NO LOWER CASE
D10.	Are there tactile signs and information for those with impaired vision?		X	?
D11.	Is the maintenance of these items checked regularly?	X		
D12.	Is lighting designed to meet a wide range of needs?	X		?
D13.	Is sufficient circulation space allowed for wheelchair users?	X		
D14.	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	X		
D15.	Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		?
D16.	Are all areas for assembly/meeting equipped with an induction loop system?		X	
D17.	If the use of an induction loop system is precluded is an infra-red system in place?		X	
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?		X	
D19.	Are telephones fitted with inductive loop couplers?		X	
D20.	Is a minicom available for use by people with hearing disabilities?		X	

General notes to block:

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

Block…… Date of survey……11.3.2022…….

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

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

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

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

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

		Y	N	Notes
E01.	Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)		X	
E02.	Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)		X	
E03.	Is any level change clearly lit?			N/A
E04.	Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)			N/A
E05.	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?			N/A
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 N/A
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 (delete)			N/A
	(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)			
	(b) Is the platform adequate for wheelchair use and manoeuvre.			
	(c) In the event of a power failure does the platform return to lower level?			
	(d) Is the equipment maintained and its operation checked regularly?			
E12.	Stairlift (delete)			N/A
	(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)			
	(b) Is the platform adequate for wheelchair use and manoeuvre?			
	(c) Is approach convenient and safe at all appropriate landings? (delete)			
	(d) Does the stairlift have a 'Soft-Start' action?			
	(e) When not in use is the platform powered to fold away			

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

General notes to block:

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

Block…… Date of survey……11.3.2022…….

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)	X		
F02.	Can they be readily distinguished?	X		
F03.	If glass, are they visible when shut?	X		Bottom panel
F04.	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		X	Hall door only
F05.	Does the clear opening width permit wheelchair access?	X		
F06.	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	X		
F07.	Is any door furniture/handle at a height for standing/sitting use? (delete)	X		
F08.	Are door/handles clearly distinguished?	X		
F09.	Can the door furniture/handles be easily operated/grasped? (delete)	X		
F10.	If door closers/mechanisims are fitted do they provide the following: (delete)			
	(a) security linkage?			
	(b) delay-action closure?			
	(c) slow-action closure?	X		
	(d) minimum closure pressure?			
F11.	Is door/mechanism function checked regularly?	X		Daily use

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ….. of …….Block…… Date of survey…11.3.2022…….

G - LAVATORIES

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

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

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

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

		Y	N	Notes
G01.	Is WC provision made for people with disabilities?	X		
G02.	Do all lavatory areas have slip-resistant floors?	X		
G03.	Are they easy to distinguish by colour contrast from walls?	X		
G04.	Are all fittings readily distinguishable from their background?	X		
G05.	Are all door fittings/locks easily gripped and operated?	X		
G06.	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?		X	In disabled they can
G07.	Is provision made for wheelchair users? If so:	X		
G08.	Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	X		
G09.	Is the location clearly signed?		X	
G10.	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	X		
G11.	Are the door fittings/locks and light switches easily reached and operated?	X		
G12.	Is there an emergency call system and is someone designated to respond?	X		
G13.	Can the emergency call system be operated from floor level?	X		
G14.	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	X		
G15.	Are the fittings arranged to facilitate these manoeuvres?	X		
G16.	Are handwashing and drying facilities within reach of someone seated on the WC?		X	
G17.	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	X		
G18.	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	X		Mobile grab rail
G19.	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	X		
G20.	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?			N/A

General notes to block:

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

Block…… Date of survey……11.3.2022…….

H – FIXTURES AND FITTINGS

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

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

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

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

		Y	N	Notes
H01.	Is any servery/counter accessible to all users, including those with hearing impairments?		X	
H02.	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			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?	X		
H04.	Is it possible for people with disabilities to serve as volunteers?	X		?
H05.	Are all fittings readily distinguishable from their background?	X		?
H06.	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	X		
H07.	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	X		
H08.	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		X	
H09.	Are all relevant locations clearly signed?		X	

General notes to block:

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

Block…… Date of survey……11.3.2022…….

I - INFORMATION

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

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

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

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

		Y	N	Notes
I01.	Is the building equipped to provide hearing assistance?		X	
I02.	Does lighting installation of the building take into account the needs of people with visual disabilities?		X	?
I03.	Is there a tactile plan or diagram of the building?		X	
I04.	Are there large-print versions of information about the building/activities available?		X	
I05.	Is there 'braille' information available for people with visual disabilities?		X	But can be accessed if neccessary
I06.	Is there an 'audio' version of information about the building available?		X	
I07.	Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	X		
I08.	Where a payphone is provided does it have a hearing aid coupler?			N/A
I09.	Are all relevant locations clearly signed?		X	

General notes to block:

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

Block…… Date of survey……11.3.2022……..

J – MEANS OF ESCAPE

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

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

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

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

		Y	N	Notes
J01.	Is there a visible as well as audible fire alarm system? (delete)	X		In isolated areas Disabled toilet
J02.	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		X	Comm Room
J03.	Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)			N/A
J04.	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	X		? SP needs
J05.	If refuges are available are they equipped with 'carry chairs'?		X	?
J06.	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	X		Fire drill
J07.	Is the evacuation strategy checked regularly for its effectiveness?	X		Fire Drill
J08.	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	X		No external lockable doors – except Nursery unlocked during occupation
J09.	Are all fire warning devices and detectors checked routinely and regularly?	X		Weekly and 6 monthly

General notes to block: