**Accessibility audit tool for educational settings**

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| --- | --- |
| **School** |  |
| **Date of completion** |  |
| **Name of person who completed audit** |  |
| **Role of person who completed audit** |  |

1. **Is your educational setting compliant with the Equality Act 2010?**

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| --- | --- | --- | --- |
|  | **Question** | **Yes/No** | **Source of evidence or action to be taken and link to access plan** |
| 1 | Do you have an up-to-date accessibility plan? |  |  |
| 2 | Was your accessibility plan co-produced with children or young people with SEND, their families and other stakeholders? |  |  |
| 3 | Is everyone in your setting aware of the duties arising from the Equality Act 2010? |  |  |
| 4 | Do you have evidence that your setting does not treat pupils or students less favourably and takes reasonable steps to avoid putting disabled pupils or students at a disadvantage in comparison to their peers? |  |  |
| 5 | Do you have evidence that your school community endeavours to see the child or young person with SEND first and their disability second? (disability awareness training, education plans which build on a child or young person’s strengths as well as addressing their difficulties) |  |  |
| 6 | Is your SEN information report fully compliant with the requirements of the code of practice? |  |  |
| 7 | Do all staff understanding the needs of the pupils or students and support them accordingly? |  |  |
| 8 | Do you have inclusive, whole school policies, processes and practices? |  |  |
| 9 | Do you proactively include pupils or students with SEND, and their families, in all enrichment activities? |  |  |
| 10 | Do you celebrate the strengths of pupils or students with SEND and focus on what they can do rather than what they find difficult. |  |  |
| 11 | Are pupils or students with SEND involved in the recruitment of school staff? |  |  |

1. **Is your setting physically accessible?**

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|  | **Question** | **Yes/No** | **Source of evidence or action to be taken and link to access plan** |
| 1 | Are your buildings physically accessible for people with mobility or visual or hearing difficulties? |  |  |
| 2 | If some areas are inaccessible and adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms? |  |  |
| 3 | Are pathways around the setting and parking arrangements safe, easily accessible and well signed? |  |  |
| 4 | Are emergency and evacuation systems accessible to all for example, do alarms have both visual and auditory components? |  |  |
| 5 | Are accessible toilets and changing facilities located appropriately and not used for other purposes such as storage? |  |  |
| 6 | Are calm, low stimulation areas and routes available in the setting? |  |  |
| 7 | Are classrooms and common areas optimally organised for pupils or students with a disability? |  |  |
| 8 | Are classroom interiors adapted to ensure access to all areas for pupils such as using fabric coverings/hush-ups to reduce noise levels, fitting blinds to manage glare and removing clutter to ensure safe access? |  |  |
| 9 | Is furniture and equipment selected, adjusted and located appropriately? |  |  |
| 10 | If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils or students with sensory difficulties? |  |  |
| 12 | Are highly visible markings used to ensure the safety of pupils or students with a visual impairment? |  |  |
| 13 | Do you consult with pupils or students with SEND regarding the accessibility of classrooms, toilets, lifts and changing facilities, etc? |  |  |

See appendix A p10 for a more detailed checklist regarding physical access

1. **Is your setting inclusive?**

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| --- | --- | --- | --- |
|  | **Question** | **Yes/No** | **Source of evidence or action to be taken and link to access plan** |
| 1 | Is accessible signage used, throughout the setting’s environment, at all activities and events? |  |  |
| 2 | Are pupils or students with SEND included in pupil or student forums such as school councils |  |  |
| 3 | Is personalised and creative support arranged so that pupils or students can access all activities including trips or visits and afterschool and break time activities? |  |  |
| 4 | Do you ensure that transition from setting to setting is carefully planned and personalised for pupils or students with SEND? |  |  |
| 5 | Do you use targeted, small group or individual activities to improve self-esteem, confidence and social skills? |  |  |
| 6 | Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance? |  |  |
| 7 | Do you take proactive measures to overcome disability related bullying by implementing anti-bullying policies and approaches? |  |  |
| 8 | Are pupils or students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families? |  |  |
| 9 | Does the school follow the managed move and part time timetable protocols? |  |  |
| 10 | Do you avoid excluding pupils with SEND? Are all staff and governors aware that schools should never exclude a child for reason relating to their disability? |  |  |

1. **Is the curriculum accessible?**

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| --- | --- | --- | --- |
|  | **Question** | **Yes/No** | **Source of evidence or action to be taken and link to access plan** |
| 1 | Do staff have high aspirations and expectations of pupils or students with SEND? |  |  |
| 2 | Do all staff have regular and updated training re SEND and how the needs can be met? |  |  |
| 3 | Are children with disabilities encouraged to take part in  Music, drama and physical activities? |  |  |
| 4 | Do class teachers and PE coaches (including external providers) know how to include pupils or students with disabilities in PE? |  |  |
| 5 | Are pupils or students and their families fully involved in the review of individual plans regarding curriculum access? |  |  |
| 7 | Do you use the ‘assess, plan, do review’ cycle (also known as the graduated response) in responding to pupils with SEND? |  |  |
| 8 | Is the attainment gap between pupils or students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)? |  |  |
| 9 | Is the progress made by your pupils/students at SEN support and with an EHC plan as good as that made by pupils/students with SEN nationally? |  |  |
| 10 | Do you ensure that homework is accessible to all for example, by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet), differentiating content and/or timescales? |  |  |
| 11 | Are cover staff, including supply teachers, clear about the additional needs of pupils or students and how to meet these needs? |  |  |
| 12 | Are staff given time to plan for pupils or students who need a highly differentiated or individualised curriculum? |  |  |
| 13 | Do pupils or students with SEND have easy access to appropriate information technology? |  |  |
| 14 | Do all additional adults, including teaching assistants and lunch time staff, build positive relationships, support flexibly and facilitate independent learning? |  |  |
| 15 | Are auxiliary aids provided and used to ensure that pupils or students with SEND are included in the curriculum? |  |  |

1. **How accessible is information, advice and guidance?**

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| --- | --- | --- | --- |
|  | **Question** | **Yes**  **No** | **Source of evidence or action to be taken and link to access plan** |
| 1 | Are your SEN information report and accessibility plans online and in hard copy (for those families who do not have internet access)? |  |  |
| 2 | Are parents and carers, and where possible pupils, involved in reviewing your SEN information report to comment on accessibility? |  |  |
| 3 | Do you promote the ‘SEND Information, Advice and Support Service’ (SENDIASS)? |  |  |
| 4 | Do you work with parent, carers and young people to ensure that your website is presented in a family friendly way? |  |  |
| 5 | Do you hold review meetings and similar at times when parents and carers are able to attend? |  |  |
| 6 | Have you developed communication channels and person centred review processes that enable two-way information sharing with families? |  |  |
| 7 | Is information available in a variety of languages? |  |  |
| 8 | Is information available in a variety of formats including   * ‘easy read’ * large print * symbols * audio |  |  |
| 9 | Do you ensure that pupils or students know exactly who they can contact for information, advice and support? |  |  |
| 10 | Do you give children or young people and their families information about the Local Offer and SEND Information, Advice and Support Service? |  |  |
| 11 | Do you use the Local Offer, school and SENCO eNews to keep up-to-date with SEND developments? |  |  |

**Appendix A: Detailed physical access checklist**

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

**Approach and car parking**

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|  | **Question** | **Yes** | **No** | **Action point** |
| 1 | Is the building within convenient distance of a public highway? |  |  |  |
| 2 | Is the building within convenient distance of public transport? |  |  |  |
| 3 | Is the building within convenient distance of car parking? |  |  |  |
| 4 | Is the route clearly marked or found? |  |  |  |
| 5 | Is the route free of kerbs? |  |  |  |
| 6 | Is the surface smooth and slip resistant? |  |  |  |
| 7 | Is the route wide enough? |  |  |  |
| 8 | Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections? |  |  |  |
| 9 | Is it adequately lit? |  |  |  |
| 10 | Is it identified by visual, audible and tactile information? |  |  |  |
| 11 | Is there car parking for people with reduced mobility? |  |  |  |
| 12 | Is the car parking clearly marked out, signed, easily found and kept free from misuse? |  |  |  |
| 13 | Is the car parking as near the entrance as possible? |  |  |  |
| 14 | Is the car parking are suitably surfaced? |  |  |  |
| 15 | Is the route to the building kept free of snow, ice and fallen leaves? |  |  |  |
| 16 | Is the route level? (ie, no gradient steeper than 1:20 and no steps) |  |  |  |

**Routes and external level change including ramps and steps**

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|  | **Question** | **Y** | **N** | **Action point** |
| 1 | Is there a ramp, with level surfaces at top, intermediate or bottom? |  |  |  |
| 2 | Is it wide enough and suitably graded? |  |  |  |
| 3 | Is the surface slip resistant? |  |  |  |
| 4 | Are there kerbs and are there edges protected to prevent accidents? |  |  |  |
| 5 | Are there handrails to one or both sides? |  |  |  |
| 6 | Are there (alternative) steps and ramp |  |  |  |
| 7 | Identified by visual or tactile information? |  |  |  |
| 8 | Are there handrails to one or both sides? |  |  |  |
| 9 | Are ramps and steps adequately lit? |  |  |  |
| 10 | Are treads and risers consistent in depth and height? |  |  |  |
| 11 | Are all nosings marked and/or readily identifiable? |  |  |  |
| 12 | Are landings of adequate size and are they provided at intermediate levels in long flights? |  |  |  |

**Entrances including reception**

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| --- | --- | --- | --- | --- |
|  | **Question** | **Y** | **N** | **Action point** |
| 1 | Is the door clearly distinguishable from the façade? |  |  |  |
| 2 | If glass is it visible when closed? |  |  |  |
| 3 | Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? |  |  |  |
| 4 | Does it have a level or flush threshold, and a recessed mat well? |  |  |  |
| 5 | Is there visibility through the doorway from both sides at standing and seated levels? |  |  |  |
| 6 | Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing? |  |  |  |
| 7 | Can the door furniture be used at both standing and seated height? |  |  |  |
| 8 | Can it be easily grasped and operated? |  |  |  |
| 9 | If the door has a closer mechanism does it have:   * delayed closure action * slow-action closer * minimal closure pressure |  |  |  |

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| --- | --- | --- | --- | --- |
| 10 | If the door is power-operated does it have visual and tactile information? |  |  |  |
| 11 | If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments? |  |  |  |
| 12 | If there is a lobby, do the inner and outer doors meet the same criteria? |  |  |  |
| 13 | Do lobby layouts enable all users to clear one door before going through the next? |  |  |  |
| 14 | Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels? |  |  |  |
| 15 | Does the lighting installation take account of the needs of visually disabled people? |  |  |  |
| 16 | Are floor spaces   * slip resistant, even when wet * of a quality that is sympathetic to acoustics – ie, not so ‘hard’ as to cause acoustic confusion * firm for wheelchair manoeuvre |  |  |  |
| 17 | Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion? |  |  |  |
| 18 | Is any reception point suitable for approach and use from both sides by people in standing and seated positions? |  |  |  |
| 19 | Is it fitted with an induction loop? |  |  |  |
| 20 | For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model? |  |  |  |

**Horizontal movement and assembly**

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|  | **Question** | **Y** | **N** | **Action point** |
| 1 | Is each corridor, passageway or aisle wide enough for a wheelchair user to manoeuvre and for other people to pass? |  |  |  |
| 2 | Is each corridor, etc free from obstruction to wheelchair users and from hazards to people with impaired vision? |  |  |  |
| 3 | Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre |  |  |  |
| 4 | Is turning space available for wheelchair users? |  |  |  |
| 5 | Do natural and artificial lighting avoid glare and silhouetting? |  |  |  |
| 6 | Are there visual clues for orientation? |  |  |  |
| 7 | Do floor surfaces:   * allow ease of movement for wheelchair users * avoid light reflection and sound reverberation |  |  |  |

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| 8 | Are direction or information signs (including 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? |  |  |  |
| 9 | Are there tactile signs and information for those with impaired vision? |  |  |  |
| 10 | Is the maintenance of these items checked regularly? |  |  |  |
| 11 | Is lighting designed to meet a wide range of needs? |  |  |  |
| 12 | Is sufficient circulation space allowed for wheelchair users? |  |  |  |
| 13 | Is it maintained clear of obstructions which could create hazards for people with visual disabilities? |  |  |  |
| 14 | Are seating arrangements and spaces suitable for use by people with visual disabilities? |  |  |  |
| 15 | Are all areas for assembly and meeting equipped with an induction loop system? |  |  |  |

**Doors**

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|  | **Question** | **Y** | **N** | **Action point** |
| 1 | Do the doors serve a functional or safety purpose? |  |  |  |
| 2 | If glass, are they visible when shut? |  |  |  |
| 3 | Can people standing or sitting in a wheelchair see each other and be seen from either side of the door? |  |  |  |
| 4 | Does the clear opening width permit wheelchair access |  |  |  |
| 5 | 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? |  |  |  |
| 6 | Are any door furniture or handles at a height for standing or sitting use? |  |  |  |
| 7 | Are doors and handles clearly distinguished? |  |  |  |
| 8 | Can the door furniture and handles be easily operated and grasped? |  |  |  |
| 9 | If door closers or mechanisms are fitted do they provide the following:   * security linkage * delay-action closure * slow-action closure * minimum closure pressure |  |  |  |
| 10 | Is door or mechanism function checked regularly? |  |  |  |

**Toilets**

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|  | **Question** | **Y** | **N** | **Action point** |
| 1 | Is WC provision made for people with disabilities? |  |  |  |
| 2 | Do all lavatory areas have slip-resistant floors? |  |  |  |
| 3 | Are all fittings readily distinguishable from their background? |  |  |  |
| 4 | Are all door fittings or locks easily gripped and operated? |  |  |  |
| 5 | Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles? |  |  |  |
| 6 | Is provision made for wheelchair users in disabled toilets? |  |  |  |
| 7 | Is wheelchair approach free of steps, narrow doors, obstructions, etc? |  |  |  |
| 8 | Is the location clearly signed? |  |  |  |
| 9 | Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening? |  |  |  |
| 10 | Are the door fittings, locks and light switches easily reached and operated? |  |  |  |
| 11 | Is there an emergency call system and is someone designated to respond? |  |  |  |
| 12 | Can the emergency call system be operated from floor level? |  |  |  |
| 13 | Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral, angled, backward transfer, with or without assistance? |  |  |  |
| 14 | Are the fittings arranged to facilitate these manoeuvres |  |  |  |
| 15 | Are hand washing and drying facilities within reach of someone seated on the WC? |  |  |  |
| 16 | Is the tap appropriate for use by someone with limited dexterity, grip or strength? |  |  |  |
| 17 | Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC? |  |  |  |
| 18 | Is the manoeuvring area free of obstruction, such as boxed-in pipework, radiators, cleaner’s equipment, disposal bins, occasional storage, etc and is any difficulty caused by the activity of service contractors? |  |  |  |
| 19 | 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? |  |  |  |

**Fixtures and fittings**

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|  | **Question** | **Y** | **N** | **Action point** |
| 1 | Is any server or counter accessible to all users, including those with hearing impairments? |  |  |  |
| 2 | Is it possible for people with disabilities to serve as volunteers? |  |  |  |
| 3 | Where there are display stands, bookstalls, etc are they visible, reachable, accessible by people with disabilities? |  |  |  |
| 4 | In any eating or meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities? |  |  |  |
| 5 | 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? |  |  |  |
| 6 | Are all relevant locations clearly signed? |  |  |  |

**Information**

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| --- | --- | --- | --- | --- |
|  | **Question** | **Y** | **N** | **Action point** |
| 1 | Is the building equipped to provide hearing assistance? |  |  |  |
| 2 | Does lighting installation of the building take into account the needs of people with visual disabilities? |  |  |  |
| 3 | Are there large-print versions of information about the building or activities available? |  |  |  |
| 4 | Is there braille information available for people with visual disabilities? |  |  |  |

**Means of escape**

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|  | **Question** | **Y** | **N** | **Action point** |
| 1 | Is there a visible as well as audible fire alarm system? |  |  |  |
| 2 | Are final exit routes as accessible to all, including wheelchair users, as are the entry routes? |  |  |  |
| 3 | Is there a management evacuation strategy for staff, pupils and visitors, and are staff trained in evacuation procedures? |  |  |  |
| 4 | Is the evacuation strategy checked regularly for its effectiveness? |  |  |  |
| 5 | Are evacuation routes checked routinely and regularly for freedom from combustible materials, obstacles or locked doors? |  |  |  |
| 6 | Are all fire warning devices and detectors checked routinely and regularly |  |  |  |