

Disability Equality Policy and Accessibility Plan

Key elements:

Sets out how Emmanuel Community School implements Disability Equality and the Accessibility Plan

With reference to:

- *The Key Checklist*
- *Suffolk County Council Checklist*
- *Our Lady And St Joseph School Accessibility Plan*

1) Statement of intent

The Equality Act 2010 replaced all existing equality legislation, including the *Disability Discrimination Act (DDA)*. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

This policy is written to comply with the 2014 Children and Families Act; Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (2014) together with the Equality Act 2010 which give practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEND.

At Emmanuel Community School it is our intention to:

- be sensitive to the needs of every child
- reduce barriers to learning in every area of school life
- ensure the curriculum is accessible to every student
- keep equality of opportunity at the core of our practice
- have regard to any guidance from the Department for Education as may be in force and amended from time to time

Emmanuel Community School is committed to resourcing, implementing, reviewing and revising the *Disability Equality Policy* every **three years**. Regular disability access audits (Addendum A or B) are to be undertaken as part of this process in order to evaluate:

- The effectiveness of actions taken.
- Relevant targets to be considered.
- Responses to any legislative changes.
- Changes or expected change to relevant identified pupils' needs.

Under the Equality Act 2010 schools should also have an **Accessibility Plan**.



2) Aims

- To work with parents to ensure the full needs of each individual pupil is met as we value parents' knowledge of their child's disability and its effects on their ability to carry out normal activities.
- To provide an education that provides children with opportunities to explore and develop.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for all pupils and adults with a disability.
- To respect the child's and parents' right to confidentiality.
- To apply reasonable adjustment where appropriate and/or available.

3) Disability defined

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and*
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

The 2014 SEND Code of Practice: 0 to 25 Years defines special educational need and disability as follows:

“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools”. (SEN Code of Practice: 0 to 25 Years (2014) – introduction xiii and xiv

4) ‘Reasonable adjustments’ defined

In determining what is reasonable, the school will have regard to:

- The financial resources available to the school.
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required.
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a EHCP, or by provision paid for outside the school’s resources.
- Health and Safety requirements.
- The interests of other pupils.

5) Role of the Governing Body

The Governing Body has the following duties towards disabled pupils in relation to the Equality Act:

- a) Not to discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services.
- b) Not to treat disabled pupils less favourably for a reason related to their disability.
- c) To make **reasonable adjustments** for disabled pupils where appropriate and available, so that they are not at a substantial disadvantage.
- d) To plan to **increase access** to which disabled pupils can participate in the school curriculum education for disabled pupils.
- e) To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- f) To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

6) School Accessibility Action Plan

The Plan will be monitored through the Governing Body. The plan is of necessity organic and will need adaptation and additions on a regular basis.

With consideration to budget restriction and reasonable adjustments, the school will maintain and encourage the following:

- Full disclosure of relevant information at transfer
- Regular meetings to share best practice
- A commitment to INSET to support pupils fir disabilities
- Access will be provided for specialist help to occur which is reasonable and practicable.

The following points of actions are identified as the main focus of the School Accessibility Plan:

<p>a) Curriculum access</p>	<ul style="list-style-type: none"> • We will increase access to a broad and balanced curriculum to all pupils, which is differentiated and reasonably adjusted to meet the needs of individual pupils and their preferred learning styles. • This may include expanding the curriculum as in areas such as participation in after-school clubs, leisure and cultural activities or schools visits. • To provide provision of specialist or auxiliary aids and equipment, (where appropriate), which may assist these pupils in accessing the curriculum within reasonable adjustments and timeframe. • To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech and writing. • To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within the mainstream school. • To ensure that the needs of all disabled students and staff are represented within the school. • To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people. • The school will continue to seek and follow the advice of LA services, and/or appropriate health professionals.
<p>b) Physical environment and access <i>(inclusive of the playground)</i></p>	<ul style="list-style-type: none"> • We recognise that our buildings and facilities need to be of a high standard and that they are safe and suitable to the needs of our pupils and staff, now and in the future. There is an ongoing commitment to upgrade facilities to enable all pupils to work in a good, comfortable and safe environment given the budget available. • Classroom provision has been made to increase disabled access. • The school will take account of the needs of pupils and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site and premises. Further improvements will be governed by the long-term budget put aside for maintenance and improvement. • To implement improvement and maintained access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe and within reasonable adjustment. • Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access. The school will therefore arrange through the Outreach Services, where appropriate and available, for assessment to be carried out.
<p>c) Provision of information in other formats</p>	<ul style="list-style-type: none"> • The school will make itself aware of local services (Waltham Forest’s Local Offer), including those provided through the LA, for providing information in alternative formats when required or requested etc. (e.g. newsletters and sending group text messages) • The school will improve the delivery of written information to

pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- The school will continue to provide INSET training for staff in order to support them in better communication with pupils with SEN and/or disabilities.
- The school will plan/invest in classroom technology to better facilitate communication to pupils with SEN and disabilities. Specific attention will be given to:
 - Clear provision of images and text in a large print format
 - The use of high quality audio/visual material
 - The easy dissemination of printed handouts of appropriate clarity
- The school will work in partnership with the Local Authority in developing and implementing this Plan.

7) Linked Policies

This School Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policies
- Safeguarding Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Spiritual, Moral, Social and Cultural Statement
- School Development Plan
- School Prospectus and Mission Statement



SCHOOL ACCESSIBILITY PLAN

Emmanuel Community School's Accessibility Plan relates to the key aspects of:

- a) Curriculum access
- b) Physical environment and access (*inclusive of the playground*)
- c) Provision of information in other formats

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body.

The Governing Body needs to determine the extent of **reasonable adjustment**.

It may not be feasible to undertake all of the work during the life of this School Accessibility Plan and therefore some items will roll forward into subsequent plans.

EXAMPLE:

	Issue	Response	Timescale	Cost
a) Curriculum access	During learning walks, SLT / staff to ensure that all areas are safe and all of the school community have equal access to all provisions.	Daily / weekly/ monthly learning walks. All have equal access. The school is safe for everybody to use and learn in.	Ongoing	
b) Physical environment and access (<i>inclusive of the playground</i>)	Premises committee to continue to check the access arrangements termly during their committee meeting / walk around the school.	Premises committee meets termly. The whole school community has access to the same provision.	Ongoing	
c) Provision of information in other formats	Electronic Newsletter to be adjustable to font size.	The whole school community has access to the Newsletter.	Ongoing	



ADDENDUM A: ACCESSIBILITY AUDIT CHECKLIST

Consider each question from the perspective of different types of disability, e.g.:

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

Please answer all the questions in this audit.

1	YES - Completed
2	ALMOST - Working towards meeting the guidance
3	PARTIALLY
4	NOT YET CONSIDERED

A	DISABILITY AWARENESS / TRAINING	1	2	3	4	COMMENTS
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?					
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?					

B	HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?	1	2	3	4	COMMENTS
1	Do all staff seek to remove all barriers to learning and participation?					
2	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?					
3	Are all children and young people encouraged to take part in music, drama and physical activities?					
4	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?					
5	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?					
6	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?					
7	Do you provide access to appropriate technology for those with disabilities?					
8	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?					

C	HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT?	1	2	3	4	COMMENTS
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?					
2	Do you have the facilities such as ICT to produce written information in different formats?					
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?					
4	Is furniture and equipment selected, adjusted and located appropriately?					
5	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?					

D	IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?					
<i>Please complete a copy of Section D for the main school and each detached block - including each temporary building, playing field and hard surfaced area)</i>						
1a	Number of teaching spaces in block					
1b	Number of those teaching spaces which are accessible					
2a	Number of social spaces in block					
2b	Number of those social spaces which are accessible					

D	GENERAL	1	2	3	4	COMMENTS
1	Are pathways and routes logical and well signed? <i>(both internal & external)</i>					
2	Do you have emergency and evacuation procedures to alert ALL pupils?					
3	Is appropriate furniture & equipment provided to meet the needs of individual pupils?					
4	Do furniture layouts allow easy movement for pupils with disabilities?					
5	Are quiet rooms/calming rooms available to children who need this facility?					

D	GETTING TO THE BUILDING	Yes	No	N/A	COMMENTS
1	Are car park spaces reserved for disabled people near the main entrance?				
2	Are there any barriers to easy movement around the site and to the main entrance?				
3	Are steps needed for access to the main entrance?				
4	Do all those steps have a contrasting colour edging?				
5	If there are steps, is a ramp provided to access the main entrance?				
6	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				
7	Is it possible for a wheelchair user to get through the principal door unaided?				
8	If no, is an alternative wheelchair accessible entrance provided?				

D	INTERNAL FACILITIES	Yes	No	N/A	COMMENTS
1	Is there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				

2	Do all internal doors allow a wheelchair user to get through unaided?				
3	Do all the corridors have a clear unobstructed width of 1.2m?				
4	Does the block have a wheelchair accessible toilet?				
5	Does the block have accessible changing rooms/shower facilities?				

D	VERTICAL MOVEMENT	a	b	c	d	COMMENTS
	How many storeys in the block? <i>Tick appropriate box: a = single storey throughout b = singl storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey</i>					

D	VERTICAL MOVEMENT	Yes	No	N/A	COMMENTS
1	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?				
2	Is there a continuous handrail on each internal stair flight and landing?				
3	Does the block have a lift that can be used by wheelchair users?				
4	Do you have any other sort of mechanical means provided to move between floors? If yes, please State.				
5	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				

D	SENSORY IMPAIRMENT	1	2	3	4	COMMENTS
1	Are non-visual guides used to assist people to use the buildings?					
2	Could any of the décor be confusing or disorientating for pupils with disabilities?					

D	SENSORY IMPAIRMENT	Yes	No	N/A	COMMENTS
1	Is a hearing induction loop available (either fixed or portable) in the school?				
2	Does the block have a "Soundfield" sound reinforcement system?				
3	If there is a "Soundfield" system, in what area?				
4	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				

GENERAL NOTES

SIGNED		DATE	
SIGNED		DATE	



ADDENDUM B: ACCESSIBILITY AUDIT CHECKLIST

Consider each question from the perspective of different types of disability, e.g.:

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

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.

		APPROACH and CAR PARKING	Yes	No	N/A	Notes
A	1	Is the building within convenient distance of a public highway?				
A	2	Is the building within convenient distance of public transport?				
A	3	Is the building within convenient distance of car parking?				
A	4	Is the route clearly marked/found?				
A	5	Is the route free of kerbs?				
A	6	Is the surface smooth and slip resistant?				
A	7	Is the route wide enough?				
A	8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?				
A	9	Is it adequately lit?				
A	10	Is it identified by visual, audible and tactile information?				
A	11	Is there car parking for people with reduced mobility?				
A	12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?				
A	13	Is the car parking as near the entrance as possible?				
A	14	Is the car parking area suitably surfaced?				

		ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS	Yes	No	N/A	Notes
B	1	Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)				
B	2	Is it wide enough and suitably graded?				
B	3	Is the surface slip resistant?				
B	4	Are there kerbs and are there edges protected to prevent accidents?				
B	5	Are there handrails to one or both sides? (delete)				
B	6	If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?				
B	7	Are there (alternative) steps? (delete)				
B	8	Identified by visual/tactile information?				
B	9	Are there handrails to one or both sides? (delete)				

B	10	Are ramps and steps adequately lit?				
B	11	Are treads and risers consistent in depth and height?				
B	12	Are all nosings marked and/or readily identifiable? (delete)				
B	13	Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)				
B	14	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				

		ENTRANCES, INCLUDING RECEPTION	Yes	No	N/A	Notes
C	1	Is the door clearly distinguishable from the facade?				
C	2	If glass is it visible when closed?				
C	3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)				
C	4	Does it have a level or flush threshold, and a recessed matwell? (delete)				
C	5	Is there visibility through the door/way from both sides at standing and seated levels? (delete)				
C	6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?				
C	7	Can the door furniture be used at both standing and seated height? (delete)				
C	8	Can it be easily grasped and operated?				
C	9	If the door has a closer mechanism does it have:				
		(a) delayed closure action?				
		(b) slow-action closer?				
		(c) minimal closure pressure?				
C	10	If the door is power-operated does it have visual and tactile information?				
C	11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?				
C	12	If there is a lobby, do the inner and outer doors meet the same criteria?				
C	13	Do lobby layouts enable all users to clear one door before going through the next?				
C	14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?				
C	15	Does the lighting installation take account of the needs of visually disabled people?				
C	16	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?				
C	17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?				
C	18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?				
C	19	Is it fitted with an induction loop?				

C	20	If public telephone is available (say at reception, is it, and its instructions):				
		(a) at a height suitable for all users?				
		(b) equipped with inductive coupling?				
C	21	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	Yes	No	N/A	Notes
D	1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?				
D	2	Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?				
D	3	Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?				
D	4	Is turning space available for w.ch. users?				
D	5	Do natural and artificial lighting avoid glare and silhouetting?				
D	6	Are there visual clues for orientation?				
D	7	Do floor surfaces:				
		(a) allow ease of movement for wheelchair users?				
		(b) avoid light reflection and sound reverberation?				
D	8	Do textured surfaces convey useful information for people with impaired vision?				
D	9	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?				
D	10	Are there tactile signs and information for those with impaired vision?				
D	11	Is the maintenance of these items checked regularly?				
D	12	Is lighting designed to meet a wide range of needs?				
D	13	Is sufficient circulation space allowed for wheelchair users?				
D	14	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?				
D	15	Are seating arrangements/spaces suitable for use by people with visual disabilities?				
D	16	Are all areas for assembly/meeting equipped with an induction loop system?				
D	17	If the use of an induction loop system is precluded is an infra-red system in place?				
D	18	Is the functioning and operation of the induction loop or infra-red system checked regularly?				
D	19	Are telephones fitted with inductive loop couplers?				
D	20	Is a minicom available for use by people with hearing disabilities?				

		VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE	Yes	No	N/A	Notes
E	1	Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)				
E	2	Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)				
E	3	Is any level change clearly lit?				
E	4	Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)				
E	5	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?				
E	6	Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?				
E	7	Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]				
E	8	If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?				
E	9	Are steps available as an alternative to any ramp or ramped surface?				
E	10	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)				
E	11	Platform Lift (delete)				
		(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?				
E	12	(d) Is the equipment maintained and its operation checked regularly?				
		Stairlift (delete)				
		(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?						
E	13	Lift				
		(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?				

		DOORS	Yes	No	N/A	Notes
F	1	Do the doors serve a functional/safety purpose? (delete)				
F	2	Can they be readily distinguished?				
F	3	If glass, are they visible when shut?				
F	4	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)				
F	5	Does the clear opening width permit wheelchair access?				
F	6	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?				
F	7	Is any door furniture/handle at a height for standing/sitting use? (delete)				
F	8	Are door/handles clearly distinguished?				
F	9	Can the door furniture/handles be easily operated/grasped? (delete)				
F	10	If door closers/mechanisms are fitted do they provide the following: (delete)				
		(a) security linkage?				
		(b) delay-action closure?				
		(c) slow-action closure?				
F	11	Is door/mechanism function checked regularly?				

		LAVATORIES	Yes	No	N/A	Notes
G	1	Is WC provision made for people with disabilities?				
G	2	Do all lavatory areas have slip-resistant floors?				
G	3	Are they easy to distinguish by colour contrast from walls?				
G	4	Are all fittings readily distinguishable from their background?				
G	5	Are all door fittings/locks easily gripped and operated?				
G	6	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?				

G	7	Is provision made for wheelchair users? If so:				
G	8	Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)				
G	9	Is the location clearly signed?				
G	10	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?				
G	11	Are the door fittings/locks and light switches easily reached and operated?				
G	12	Is there an emergency call system and is someone designated to respond?				
G	13	Can the emergency call system be operated from floor level?				
G	14	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)				
G	15	Are the fittings arranged to facilitate these manoeuvres?				
G	16	Are handwashing and drying facilities within reach of someone seated on the WC?				
G	17	Is the tap appropriate for use by someone with limited dexterity, grip or strength?				
G	18	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?				
G	19	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)				
G	20	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	Yes	No	N/A	Notes
H	1	Is any servery/counter accessible to all users, including those with hearing impairments?				
H	2	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?				
H	3	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?				
H	4	Is it possible for people with disabilities to serve as volunteers?				
H	5	Are all fittings readily distinguishable from their background?				
H	6	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?				
H	7	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?				
H	8	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?				
H	9	Are all relevant locations clearly signed?				

		INFORMATION	Yes	No	N/A	Notes
I	1	Is the building equipped to provide hearing assistance?				
I	2	Does lighting installation of the building take into account the needs of people with visual disabilities?				
I	3	Is there a tactile plan or diagram of the building?				
I	4	Are there large-print versions of information about the building/activities available?				
I	5	Is there 'braille' information available for people with visual disabilities?				
I	6	Is there an 'audio' version of information about the building available?				
I	7	Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?				
I	8	Where a payphone is provided does it have a hearing aid coupler?				
I	9	Are all relevant locations clearly signed?				

		MEANS OF ESCAPE	Yes	No	N/A	Notes
J	1	Is there a visible as well as audible fire alarm system? (delete)				
J	2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?				
J	3	Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)				
J	4	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?				
J	5	If refuges are available are they equipped with 'carry chairs'?				
J	6	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?				
J	7	Is the evacuation strategy checked regularly for its effectiveness?				
J	8	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)				
J	9	Are all fire warning devices and detectors checked routinely and regularly?				

GENERAL NOTES

SIGNED		DATE	
SIGNED		DATE	