

# Accessibility Plan

2020

<b>Policy/Procedure Title</b>	<b>Accessibility Plan</b>
<b>Author (Name/Department/Curriculum area)</b>	<b>COO, Site Managers, Headteachers</b>
<b>Approved by</b>	<b>PAT Directors</b>
<b>Reviewed</b>	<b>January 2020</b>
<b>Review date</b>	<b>January 2023</b>



# Kingfisher School

## **ACCESSIBILITY PLAN**

### **Introduction**

Kingfisher School is a special school providing high quality education for children and young adults aged 2-19 years who have severe, profound and complex needs including autism. All pupils have a statement of special educational need or an EHC Plan. The school was established in 1995, following the amalgamation of the two existing special schools in Abingdon, and is located on the site of the previous primary school following some refurbishment and extension to the building. The school opened a Post 16 facility in 2008 following a request from the Local Authority.

The school serves Abingdon, Didcot, Cumnor, Botley and the neighbouring villages. Most pupils travel to school using transport provided by the Local Authority depending on distance from home to school. The large majority of pupils are of White British heritage and their first language is English. The proportion of pupils known to be eligible for free school meals is lower than the national average.

Kingfisher School is a happy and caring school. Specialist teaching and therapies combine to support the development of each child. Every child has an aspirational and personalised education programme that ensures they receive an exceptional opportunity to succeed.

In February 2013 Kingfisher and Fitzwaryn special schools together, created a multi-academy trust. The Propeller Academy Trust provides outstanding provision from the age of 2 to 25 for children and young adults with special educational needs. It provides a formal and supportive partnership whilst allowing all partners to maintain their independent and autonomous status, ethos and culture.

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.*

### **Access and School Policy and Procedures**

We adhere to the Equality Act of 2010 throughout all our policies and procedures in the school and consider pupil access and pupil independence at all levels. Staff need specialist training and this is maintained and updated as needed.

### **Access to the Curriculum**

The Kingfisher Curriculum is a flexible skills based framework with 6 key Areas of Learning which incorporate the National Curriculum subjects, adapted and modified to meet the needs of individuals. We also follow the EYFS Curriculum and have a Foundation Learning Curriculum for our older students to enable access for all pupils. Parents are encouraged to support pupils' learning at home.

We ensure all pupils can access the activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For pupils to access the curriculum, lessons are highly

differentiated and take account of individual learning difficulties, needs and styles. Priority is placed on pupil participation, encouraging this to be made as independently as possible. Adults are clear about the learning objectives of the lesson and the key focus for the class and individuals.

Good communication is supported by the use of signing, symbols and low and high tech communication aids (Alternative and Augmentative Communication (AAC) devices) with regular advice and support from our Speech & Language therapists. All pupils have access to appropriate computer technology.

A Clinical Nurse Specialist is on site most days and regular clinics are held with Health professionals. Physiotherapists, Occupational Therapists and Speech and Language Therapists work alongside staff and parents to ensure that the physical, sensory and communication needs of our pupils are met. The school uses adapted curriculum materials and sensory approaches for children with sensory impairments.

We receive advice from external advisory services e.g. specialist teacher advisers for hearing and visual impairment and appropriate health professionals to help us ensure pupils can access learning materials and experiences. We also liaise with the Behaviour Support Service receiving advice and support when needed to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Our minibuses are designed to take wheelchairs to ensure no child misses out on school activities that take place off site. As a school we encourage independence in our pupils and strive to ensure that they experience full and rewarding lives.

### **Access to Information**

All information issued by the school is user friendly and is offered in a variety of ways including written and verbal communications, newsletters, photographs and information on our school website. We encourage parents and professionals to take up the offer of having communications sent to them electronically. Makaton signs and a range of symbols, photographs and Objects of Reference are used throughout the school to support the pupils' communication, reading and understanding.

We access the Visual and Hearing Impairment services to support individuals and also work with other external providers as needed e.g. interpreters. The school monitors the availability of services locally, including those provided by the local authority, to ensure that information is conveyed in appropriate and sensitive formats.

### **Access to the School Environment**

A thorough review of the school environment has taken place using a detailed access audit checklist. As a special school, awareness of ensuring the environment is accessible to all is of high priority. No significant issues were raised during the audit, and an action plan has been developed detailing the areas below:

- To improve audio and tactile information, especially in the reception areas, also through main runs of the school and toilets etc.
- To develop a tactile plan of the school with audible and tactile information for visitors and pupils.
- To review lighting, to see if they acceptable for visually disabled people.
- To develop hearing loop system throughout the school.

- Training all staff in the school community with a basic knowledge of sign language and other communicating skills.

### **School Access Planning**

*Improve access to the curriculum by developing a consistent approach to signing across the school. Makaton training to become a key part of CPD with training being offered and extended to the wider school community.*

March 2015 - ongoing

*Reduce barriers to learning by improving understanding and analysis of behaviour. Purchase Sleuth to support this. Implement and monitor impact across the school and Propeller Academy Trust.*

Sept 2015 – Sept 2017.

*Improve access to the curriculum by developing the IT provision in the school. Eye-gaze technology to be introduced more widely across the school with Staff receiving training to support this. Computing strand of the curriculum is under constant review and continual development.*

March 2015 - ongoing

*Improve access to outdoor learning by developing an outdoor area outside Orange classroom. Develop sand pit area in EYFS to ensure safe access for all pupils.*

January 2020 – ongoing

Continue to focus on visual and tactile information and induction hearing loops.



# Fitzwaryn School

## Accessibility Plan

### Introduction

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Fitzwaryn School is a school for children from 3 to 19 years whose special needs range from complex moderate learning difficulties to severe and profound multiple learning difficulties. The school is situated in Wantage, a small market town in the south of Oxfordshire. The pupils come from a large catchment radius, however, the majority of our pupils are brought in and taken home by transport, either parents car, taxi or OCC transport. The majority of pupils come from Wantage, Grove, Didcot and Abingdon, but there are also pupils on roll from West Berkshire, Swindon, Faringdon and Wiltshire. There are 111 pupils on roll, which means that the school is a small sized school. In September 2018 our Student Centre provision was moved to a new purpose built building on our site in place of where the old school bungalow used to be. This provides our pupils access to good sized classrooms and full food prepping and cooking facilities to aid them with their Learning for Life skills. We currently have 12 sixth form students.

We have turned the original Post 16 block to form part of our senior school, this currently has two classrooms and a large kitchen diner for teaching, toilets, disabled toilet, a hygiene room, a break out room and staff work area. The two classes in this building make full use of the facilities here and use the kitchen diner area for cooking lessons, art lessons and for small group work. The school kitchen still provides lunch meals which are collected by these pupils and taken up to their dining area.

The profile of the pupils is changing, and the proportion of pupils with ASD and SLD is increasing relative to those with complex MLD. The nature of pupils' needs means that there are a number of families who require an extremely high level of support from education, social and health services, so the role of the OSLO (Out of School Liaison Officer) is crucial in enabling families to access support services and funding in order to ensure that the needs of the pupils and their families are met.

Fitzwaryn School is a very happy and caring school, rated Outstanding by OFSTED, for the fourth time on the 12<sup>th</sup> March 2019. A well-structured and balanced curriculum, personalised for each individual pupil, is delivered by specialist teachers and teaching assistants. Combined with a range of innovative therapies supports the education and development of every pupil.

In February 2013, Fitzwaryn School and Kingfisher School joined together and became part of the Propeller Academy Trust (PAT), which was the first Sponsored Academy Trust in Special Education in the Country. The Propeller Academy trust currently consists of these two schools; we are looking at the possibility of expanding the PAT by bringing other special schools in to join us. The Propeller Academy Trust provides outstanding provision for children and young adults from the age of 2 to 19 with special educational needs. It provides a formal and supportive partnership whilst allowing all partners to maintain their independent and autonomous status, ethos and culture.

## **Access and School Policy and Procedures**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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”.

We adhere to the Equality Act of 2010 throughout all our policies and procedures in the school and consider pupil access and pupil independence at all levels as well as ensuring suitable and safe access for all staff, parents and visitors. Specialist training for all staff is given, maintained and updated as needed.

## **Access to the Curriculum**

Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as their able-bodied peers. 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 the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

The Fitzwaryn curriculum broadly follows the National Curriculum on a subject basis, differentiated for individual pupils. Careful planning by class staff ensures that the units of work are balanced, coherent and appropriate for each pupil whilst being relevant and focused on promoting the skills needed for 21<sup>st</sup> century life. We also follow the Early Years Foundation Stage curriculum with our youngest pupils. For pupils in the Student Centre the curriculum is based around NOCN ‘Pathways to Adulthood’.

Parents are encouraged to support pupils’ learning at home.

We ensure all pupils can access the activities that we offer and adaptations to equipment and activities are made in order to fulfil this aim. For pupils to access the curriculum, lessons are highly differentiated and take account of individual learning difficulties, needs and styles. Priority is placed on pupil participation, encouraging this to be made as independently as possible. Adults are clear about the learning objectives of the lesson and the key focus for the class and individuals.

Good communication is supported by the use of signing, symbols and low and high tech communication aids (Alternative and Augmentative Communication (AAC) devices) with regular advice and support from our Speech & Language therapists. All pupils have access to appropriate IT technology.

A Clinical Nurse Specialist is on site on a regular basis and clinics are held with health professionals, including Pediatricians, Physiotherapists, Occupational Therapists and Speech and Language Therapists who work alongside staff and parents to ensure that the physical, sensory and communication needs of our pupils are met. We offer Rebound therapy to a number of pupils on a weekly basis. We currently have 2 therapy dogs who come into school and work with pupils in a variety of ways. We also offer yoga, swimming, RDA, hydrotherapy and time in the Jacuzzi, on a weekly basis. The school uses adapted curriculum materials and sensory approaches for children with sensory impairments.

We receive advice from external advisory services e.g. specialist teacher advisors for hearing and visual impairment and appropriate health professionals to help us ensure pupils can access learning materials and experiences. We liaise with the Behavior Support Service receiving advice and support when needed to ensure barriers to learning are reduced, in order for pupils to reach their full potential.

We currently have four minibuses, three of these are specially adapted to take wheelchairs to ensure no child misses out on school activities that take place off site. As a school we encourage independence in our pupils and strive to ensure that they experience full and rewarding lives.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3-year period.

### **Access to Information**

All information issued by the school is user friendly and is offered in a variety of ways including written and verbal communications, newsletters, photographs and information on our school website. We encourage parents and professionals to take up the offer of having communications sent to them electronically. Makaton signs and a range of symbols, photographs and Objects of Reference are used throughout the school to support the pupils' communication, reading and understanding.

We access the Visual and Hearing Impairment services to support individuals and also work with other external providers as needed e.g. interpreters. The school monitors the availability of services locally, including those provided by the local authority, to ensure that information is conveyed in appropriate and sensitive formats. This information is available through the school website, and on request.

A Welcome booklet has been created and is regularly updated to provide parents with the information about the school and its routines prior to their children starting at Fitzwaryn School.

The Propeller Academy Trust is compliant with GDPR.

### **Access to the School Environment**

The entire school has been subject to either refurbishment or new build between 2008 and 2019. This has ensured that all buildings, rooms and facilities are accessible for all pupils and their parents. A thorough review of the school environment has taken place using a detailed access audit checklist. As a special school, awareness of ensuring the environment is accessible to all is of high priority. No significant issues were raised during the audit, and an action plan has been developed detailing the areas below:

- To improve audio and tactile information, especially in the reception areas, also through main runs of the school and toilets etc.
- To develop a tactile plan of the school with audible and tactile information for visitors and pupils.
- To review lighting, to see if they are acceptable for visually impaired people.
- To develop a hearing loop system throughout the school.
- Training all staff in the school community with a basic knowledge of sign language and other communicating skills.



## **School Access Planning**

Improve access to the curriculum by developing a consistent approach to signing across the school. Makaton training to become a key part of CPD with training being offered and extended to the wider school community through the Speech and Language Therapists team.

March 2015 - ongoing

Reduce barriers to learning by improving understanding and analysis of behavior. Staff are offered training and consultation with Behavior Support specialists. We have developed our own data collection and analysis tools to monitor behavior and support staff in analysing and modifying behavior. We are also investigating whether to purchase 'Sleuth' to support this and monitor impact across the school and Propeller Academy Trust.

Sept 2015 – Sept 2017

Having refined our curriculum provision in line with the new National Curriculum we are monitoring and evaluating the impact of this across the school.

June 2015 – ongoing

Improve access to the curriculum by developing the IT provision in the school. A new set of laptops have been purchased and training with new software is planned. Each class has an iPad and a class set is planned for in the next budget. Computing strand of the curriculum is under constant review and continual development.

March 2015 - ongoing

Improve outdoor area by creating a new Forest Garden, with many sensory features.  
Completed 2015

January 2020 – ongoing

To focus on visual and tactile information and the development of induction loops.

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

Block...Kingfisher School..... Date of survey...January 2020.....

**A - APPROACH and CAR PARKING**

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

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

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

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

	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	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?		N	Small kerb to one side of the ramp leading from the pedestrian gate.
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	Wooden bollards next to the path outside reception front door and the student entrance gate
A09. Is it adequately lit?		N	No lighting outside student entrance
A10. Is it identified by visual, audible and tactile information?	Y		Visual only.
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?	Y		
A15. Is the route to the building kept free of snow, ice and fallen leaves?	Y		
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	Y		

General notes to block:

Kingfisher is a school for pupils with special educational needs.

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

Block...Kingfisher School..... Date of survey...January 2020....

**B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS**

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

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

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

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

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top & bottom?	Y		1.Internal Ramp in the main corridor to connect the senior part of the school to the junior. No change of direction. 2.External ramp used to connect Orange Class to the Junior Playground
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?			N/A
B05. Are there handrails to one or both sides?			1. N/A 2. Handrail on one side, a wall on the other
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			N/A
B07. Are there (alternative) steps? (delete)		N	
B08. Identified by visual/tactile information?		N	
B09. Are there handrails to one or both sides?	Y		See B05
B10. Are ramps and steps adequately lit?	Y		1. Yes 2. During Normal School opening times
B11. Are treads and risers consistent in depth and height?			N/A
B12. Are all nosings marked and/or readily identifiable? (delete)			N/A
B13. Are landings of adequate size and are they provided at intermediate levels in long flights?	Y		1. N/A 2. Yes
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9			N/A

General notes to block:

1. Internal ramp in the main corridor with a set of automatic Fire Doors
2. External Ramp connecting Orange class external exit door to the junior playground.

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

Block...Kingfisher School..... Date of survey.....January 2020.....

**C – ENTRANCES, INCLUDING RECEPTION**

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

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

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

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

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	Y		
C02. If glass is it visible when closed?	Y		
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Y		
C04. Does it have a level or flush threshold, and a recessed matwell?	Y		
C05. Is there visibility through the door/way from both sides at standing and seated levels?	Y		
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	Y		
C07. Can the door furniture be used at both standing and seated height?	Y		
C08. Can it be easily grasped and operated?		N	Front door is manually opened and opens outwards. This may be difficult when sat in a wheelchair. A visual and audible intercom system is in place to assist.
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?			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?		N	System is on Paxton access control and reception have an intercom and door unlocking buttons.
C12. If there is a lobby, do the inner and outer doors meet the same criteria?			N/A
C13. Do lobby layouts enable all users to clear one door before going through the next?			N/A

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

General notes to block:

Kingfisher is a school for pupils with special educational needs. The front door is a manually opening front door, that opens outwards. There is a visual / audible button to gain entry. Reception staff may have to assist in opening the door if the visitor requires assistance.

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

Block...Kingfisher School

Date of survey...January 2020

**D – HORIZONTAL MOVEMENT AND ASSEMBLY**

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

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

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

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

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	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?		N	
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?		N	
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?	Y		
D10. Are there tactile signs and information for those with impaired vision?		N	
D11. Is the maintenance of these items checked regularly?	Y		
D12. Is lighting designed to meet a wide range of needs?	Y		All lighting in the corridors and halls have been replaced with LED
D13. Is sufficient circulation space allowed for wheelchair users?	Y		
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		
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?		N	
D17. If the use of an induction loop system is precluded is an infra-red system in place?		N	
D18. Is the functioning and operation of the induction loop or infra-red system checked regularly?	N/A		

D19. Are telephones fitted with inductive loop couplers?		N	We have an adapted telephone for hearing impaired fitted to one of the classrooms
D20. Is a minicom available for use by people with hearing disabilities?		N	

General notes to block:

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

Block...Kingfisher School

..... Date of survey...January 2020

**E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE**

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

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

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

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

	Y	N	Notes
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)		N	
E02. Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)	Y		No internal steps. External ramps have handrails
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)			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	Not indicated
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	Y		
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	
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	N/A
E11. Platform Lift (delete)			N/A
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)			N/A
(b) Is the platform adequate for wheelchair use and manoeuvre.			N/A
(c) In the event of a power failure does the platform return to lower level?			N/A
(d) Is the equipment maintained and its operation checked regularly?			
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 ...1.. of ...1.....

Block...Kingfisher School  
2020

Date of survey...January

**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?	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?	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?	Y		
F08. Are door/handles clearly distinguished?	Y		
F09. Can the door furniture/handles be easily operated/grasped?	Y		
F10. If door closers/mechanisms are fitted do they provide the following:			
(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:

Front Reception Door opens outward manually, this may prove difficult for a seated wheelchair user.

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

Block...Kingfisher School

Date of survey...January 2020

**G - LAVATORIES**

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

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

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

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

	Y	N	Notes
G01. Is WC provision made for people with disabilities?	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		Pupils accompanied/supervised as needed. Call Aid system in place.
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		
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General notes to block:

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

Block...Kingfisher School

Date of survey...January 2020

**H – FIXTURES AND FITTINGS**

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

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

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

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

	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?	Y		All meals served to table
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?		N	No fixed seating. All appropriate seating for pupils & staff supplied.
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	Y		No vending machines.
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?		N	No accommodation currently on site.
H09. Are all relevant locations clearly signed?	Y		

General notes to block:

**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?		N	
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?	Y		
I03. Is there a tactile plan or diagram of the building?		N	
I04. Are there large-print versions of information about the building/activities available?		N	
I05. Is there 'braille' information available for people with visual disabilities?		N	
I06. Is there an 'audio' version of information about the building available?		N	
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?	Y		All of our staff have a very good understanding of various communication techniques and how to communicate with our pupils.
I08. Where a payphone is provided does it have a hearing aid coupler?			N/A
I09. Are all relevant locations clearly signed?	Y		

General notes to block:

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

Block...Kingfisher

..... Date of survey...January 2020

**J – MEANS OF ESCAPE**

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

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

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

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

	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system?		N	
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Y		
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?			Fire Plan in place for classes that have non mobile children in case they need to evacuate.
J05. If refuges are available are they equipped with 'carry chairs'?			N/A
J06. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y		
J07. Is the evacuation strategy checked regularly for its effectiveness?	Y		Reviewed annually. Updated when significant changes to Pupils or staff
J08. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	Y		Daily
J09. Are all fire warning devices and detectors checked routinely and regularly?	Y		Fire Alarms checked weekly in house. Annual check by contractors. All recorded in the Fire Safety Folder

General notes to block:

Fire Safety Folder is stored in the Finance Office in Reception.

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

Block...Fitzwaryn..... Date of survey 22/01/2020.....

**A - APPROACH and CAR PARKING**

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

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

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

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

	Y	N	Notes
A010. Is the building within convenient distance of a public highway?	Y		
A011. Is the building within convenient distance of public transport?	Y		
A012. Is the building within convenient distance of car parking?	Y		
A013. Is the route clearly marked/found?	Y		
A014. Is the route free of kerbs?	Y		
A015. Is the surface smooth and slip resistant?	Y		
A016. Is the route wide enough?	Y		
A017. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	Y		
A018. Is it adequately lit?	Y		
A17. Is it identified by visual, audible and tactile information?	Y		Visual only.
A18. Is there car parking for people with reduced mobility?	Y		
A19. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Y		
A20. Is the car parking as near the entrance as possible?	Y		
A21. Is the car parking area suitably surfaced?	Y		
A22. Is the route to the building kept free of snow, ice and fallen leaves?	Y		
A23. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	Y		

General notes to block:

Fitzwaryn is a school for pupils with special educational needs.  
All possible adaptations have been made.

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

Block...Fitzwaryn..... Date of survey...22/01/2020.....

**B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS**

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

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

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

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

	Y	N	Notes
B010. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	Y		Taken into account at planning stage of build & refurbishment.
B011. Is it wide enough and suitably graded?	Y		
B012. Is the surface slip resistant?	Y		Some areas would benefit from non-slip surfacing.
B013. Are there kerbs and are there edges protected to prevent accidents?	Y		
B014. Are there handrails to one or both sides? (delete)	Y		On the plan for refurbishment
B015. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			N/A
B016. Are there (alternative) steps? (delete)	Y		
B017. Identified by visual/tactile information?		N	
B018. Are there handrails to one or both sides? (delete)	Y		On the plan for refurbishment
B15. Are ramps and steps adequately lit?	Y		Mainly school hours. External lighting on timers and dusk to dawn sensors.
B16. Are treads and risers consistent in depth and height?	Y		
B17. Are all nosings marked and/or readily identifiable? (delete)	Y		This is an area that could be looked at.
B18. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)	Y		No long flights of stairs.
B19. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9			N/A

General notes to block:

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

Block...Fitzwaryn..... Date of survey.....22/01/2020.....

**C – ENTRANCES, INCLUDING RECEPTION**

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

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

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

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

	Y	N	Notes
C010. Is the door clearly distinguishable from the facade?	Y		
C011. If glass is it visible when closed?	Y		
C012. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	Y		
C013. Does it have a level or flush threshold, and a recessed matwell? (delete)	Y		
C014. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	Y		
C015. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	Y		
C016. Can the door furniture be used at both standing and seated height? (delete)	Y		Auto doors. Access controlled on external doors.
C017. Can it be easily grasped and operated?	Y		Auto doors. Access controlled on external doors.
C018. 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		
C22. If the door is power-operated does it have visual and tactile information?	Y		Visual only.
C23. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		N	Reception has a two door air lock system in place, this is for security. System is on Paxton access control and reception have an intercom and door opening buttons.
C24. If there is a lobby, do the inner and outer doors meet the same criteria?	Y		
C25. Do lobby layouts enable all users to clear one door before going through the next?	Y		Air-lock system in place.

C26.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	Y		
C27.	Does the lighting installation take account of the needs of visually disabled people?	Y		
C28.	Are floor surfaces:			
	(a) slip-resistant, even when wet?	Y		As much is as reasonably practicable.
	(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?	Y		
C29.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		
C30.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
C31.	Is it fitted with an induction loop?		N	
C32.	If public telephone is available (say at reception, is it, and its instructions):			N/A
	(a) at a height suitable for all users?			
	(b) equipped with inductive coupling?			
C33.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		N	

General notes to block:

Fitzwaryn is a school for pupils with special educational needs. This has been taken into account at all building/development stages and all possible adaptations have been made.

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

Block...Fitzwaryn..... Date of survey...22/01/2020.....

**D – HORIZONTAL MOVEMENT AND ASSEMBLY**

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

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

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

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

	Y	N	Notes
D010. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		
D011. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
D012. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	Y		
D013. Is turning space available for w.ch. users?	Y		
D014. Do natural and artificial lighting avoid glare and silhouetting?	Y		As much as is reasonably practicable.
D015. Are there visual clues for orientation?	N/A		All pupils are escorted until they are familiar with their surroundings. No visitor is ever left unaccompanied.
D016. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	Y		
(b) avoid light reflection and sound reverberation?	Y		
D017. Do textured surfaces convey useful information for people with impaired vision?	Y		
D018. 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?	Y		
D21. Are there tactile signs and information for those with impaired vision?	Y		There are some, this is something we could build on.
D22. Is the maintenance of these items checked regularly?	Y		
D23. Is lighting designed to meet a wide range of needs?	Y		This was done at design/build stages. As we replace lighting it is designed/measured for the most appropriate LED lighting.
D24. Is sufficient circulation space allowed for wheelchair users?	Y		
D25. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		

D26.	Are seating arrangements/spaces suitable for use by people with visual disabilities?	Y		
D27.	Are all areas for assembly/meeting equipped with an induction loop system?		N	We have a microphone system for such events.
D28.	If the use of an induction loop system is precluded is an infra-red system in place?		N	
D29.	Is the functioning and operation of the induction loop or infra-red system checked regularly?	N/A		
D30.	Are telephones fitted with inductive loop couplers?		N	Not currently needed.
D31.	Is a minicom available for use by people with hearing disabilities?			

General notes to block:

Fitzwaryn is a school for pupils with special educational needs. All possible adaptations have been made.

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

Block...Fitzwaryn..... Date of survey...22/01/2020.....

**E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE**

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

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

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

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

	Y	N	Notes
E010. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)	Y		Signage?
E011. 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)	Y		No internal steps. All ramps have hand rails to both sides at two different levels.
E012. Is any level change clearly lit?	Y		
E013. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	Y		Only one set of steps. These are outside and there is a ramped alternative. Nosings need marking.
E014. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	Y		
E015. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?	Y		Indication
E016. Are all ramp gradients easily negotiated? [Range length  3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	Y		As far as we know they were all designed & built to current regulations.
E017. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?	N/A		
E018. Are steps available as an alternative to any ramp or ramped surface?	Y		
E14. 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	N/A
E15. Platform Lift (delete)			N/A
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)			N/A
(b) Is the platform adequate for wheelchair use and manoeuvre.			N/A
(c) In the event of a power failure does the platform return to lower level?			N/A
(d) Is the equipment maintained and its operation checked			

regularly?			
E16. 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?			
E17. 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...Fitzwaryn.....Date of survey...22/01/2020.....

**F - DOORS**

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

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

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

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

	Y	N	Notes
F010. Do the doors serve a functional/safety purpose? (delete)	Y		
F011. Can they be readily distinguished?	Y		
F012. If glass, are they visible when shut?	Y		
F013. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)	Y		
F014. Does the clear opening width permit wheelchair access?	Y		
F015. 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		
F016. Is any door furniture/handle at a height for standing/sitting use? (delete)	Y		
F017. Are door/handles clearly distinguished?	Y		
F018. Can the door furniture/handles be easily operated/grasped? (delete)	Y		
F12. If door closers/mechanisims are fitted do they provide the following: (delete)			
(a) security linkage?	Y		
(b) delay-action closure?	Y		
(c) slow-action closure?	Y		
(d) minimum closure pressure?	Y		
F13. Is door/mechanism function checked regularly?	Y		

General notes to block:

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

Block...Fitzwaryn..... Date of survey...22/01/2020.....

**G - LAVATORIES**

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

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

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

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

	Y	N	Notes
G010. Is WC provision made for people with disabilities?	Y		
G011. Do all lavatory areas have slip-resistant floors?	Y		
G012. Are they easy to distinguish by colour contrast from walls?	Y		
G013. Are all fittings readily distinguishable from their background?	Y		
G014. Are all door fittings/locks easily gripped and operated?	Y		
G015. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Y		
G016. Is provision made for wheelchair users? If so:	Y		
G017. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	Y		
G018. Is the location clearly signed?	Y		
G21. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
G22. Are the door fittings/locks and light switches easily reached and operated?	Y		
G23. Is there an emergency call system and is someone designated to respond?	Y		No one person, all staff aware. Pupils accompanied/supervised as needed. Call Aid system in place.
G24. Can the emergency call system be operated from floor level?	Y		
G25. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	Y		
G26. Are the fittings arranged to facilitate these manoeuvres?	Y		
G27. Are handwashing and drying facilities within reach of someone seated on the WC?	Y		Yes in designated toilets.
G28. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		
G29. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		
G30. 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		All areas kept clean, clear & tidy at all times. Cleaned out of hours

G31. 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		
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General notes to block:

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

Block...Fitzwaryn..... Date of survey...22/01/2020.....

**H – FIXTURES AND FITTINGS**

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

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

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

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

	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?			All meals served to table (Family Service).
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			No fixed seating. All appropriate seating for pupils & staff supplied.
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	Y		No vending machines.
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?			No accommodation currently on site.
H09. Are all relevant locations clearly signed?	Y		

General notes to block:

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

Block...Fitzwaryn..... Date of survey...22/01/2020.....

**I - INFORMATION**

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

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

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

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

	Y	N	Notes
I01. Is the building equipped to provide hearing assistance?			In some areas.
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?	Y		
I03. Is there a tactile plan or diagram of the building?		N	To be discussed with senior staff.
I04. Are there large-print versions of information about the building/activities available?		N	But there could be if needed.
I05. Is there 'braille' information available for people with visual disabilities?		N	To be discussed with senior staff.
I06. Is there an 'audio' version of information about the building available?		N	Not currently needed but something we can look into if needed.
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?	Y		All of our staff have a very good understanding of various communication techniques and how to communicate with our pupils.
I08. Where a payphone is provided does it have a hearing aid coupler?			N/A
I09. Are all relevant locations clearly signed?	Y		

General notes to block:

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

Block...Fitzwaryn.....Date of survey...22/01/2020.....

**J – MEANS OF ESCAPE**

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

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

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

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

	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system? (delete)	Y		
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Y		
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?			High ratio staff to pupil numbers, staff will assist pupils as needed.
J05. If refuges are available are they equipped with 'carry chairs'?			Three building with linked but independent fire alarms. Another building can be used as a refuge if needed.
J06. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y		
J07. Is the evacuation strategy checked regularly for its effectiveness?	Y		Updated and reviewed annually or if there are any significant changes to site, pupils or staff.
J08. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	Y		Part of daily inspections.
J09. Are all fire warning devices and detectors checked routinely and regularly?	Y		Weekly in-house & contracted service agreement.

General notes to block: