

Broadwaters Inclusive Learning Community



ACCESSIBILITY PLAN

Approved by: FPP Committee

Date: April 2019

Last reviewed on: April 2019

Next review due by: Oct 2019

Person responsible for Policy	Headteachers / Senior Leadership Teams
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Committee responsible for Policy	FP&P Committee (incorporating Health and Safety)
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Policy on school website:	Yes
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Policy available at the reception office:	Yes
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Accessibility policy is an ‘umbrella’ document which encompasses existing policies and development plans.

Broadwaters aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Difference and diversity is valued, understood, embrace and celebrated. Inclusion is at the core of every aspect of our pupils’ experience; the environment and curriculum provide every pupil with the opportunity to grow personally, socially and academically – to be the best that they can be and to develop self-confidence and high self-esteem.

The Governing Body also recognizes its responsibilities towards employees with disabilities, and will

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities

- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace.
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The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

BILC supports any available partnerships to develop and implement the plan and works closely with Haringey Local Authority and its SEND and Safeguarding team; Whittington Hospital, Markfield Centre, CAMHS, Disabled Children's Team.

The schools' complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy also pays due regard to Local Haringey directives; the Children and Families Act (2014) part 3 and it also incorporates aspects of the Schools' and Children's Centre's Development plans and policies for Broadwaters Inclusive Learning Community. It also pays due regard to GPDR requirements under the Data Protection Act of 2018.

3i. Access to the curriculum

The curriculum of any school is central to meaningful and effective education and concentrates on both content and method of delivery. At BILC, the curriculum reflects the nature of the schools and its provision for pupils with special needs and disability, and priorities the individual nature of access to the curriculum for all pupils. Our staff and Governors are committed to the on-going development of the curriculum. Our aim is to provide quality education by seeking to positively and honestly address the individual learning needs of all of our pupils including the most profound and complex learning needs.

All of our pupils are entitled to a broad, balanced, relevant and creative curriculum which aims to provide opportunities for every pupil to learn and achieve and promotes pupils' spiritual, moral, social, cultural and physical development; it also aims to prepare all pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Our curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety and contributes effectively to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development.

At BILC a variety of teaching methods are used. The nature of our pupils' differing needs and abilities, means that learning for some has to be practical, active and relevant to different levels of development. This includes 1:1 teaching of specific skills and knowledge and small group teaching. Some skills may be taught in a highly structured way and others will be encouraged indirectly during activities such as music, art, drama, play and off-site educational visits. Our pupils learn through firsthand experience, through practice and through consistent and structured teaching and learning situations.

Some of our pupils have personal priority needs which are central to their learning and quality of life. Some pupils have therapeutic needs or require paramedical care. Provision for these needs is a legitimate and essential element of the curriculum and requires careful planning. This provision enhances individual pupils' readiness to learn in many ways, for example by:

- Positioning pupils so that they learn effectively
- Helping pupils to maintain good posture, appropriate muscle tone and ease of movement and encouraging the development, refinement or maintenance of skills in independent mobility
- Helping pupils to manage eating and drinking, or allowing time for pupils to be tube fed so that they are physically well and ready to learn
- Promoting relaxation and support to help pupils manage stress and anxiety
- Providing soothing treatments for painful conditions to ensure pupils' health and well-being
- Promoting pupils' autonomy and independence through the use of specialist aids and equipment
- Developing pupils' self-esteem
- Providing individual support programmes to help pupils manage difficult behaviours and emotions
- Providing structured communication programmes
- Allowing pupils' behaviour and alternative ways of communicating to be acknowledged and understood
- Providing teaching methods such as TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children), Attention Autism for pupils with Autistic Spectrum Disorder (ASD)

Pupils across all three Key stages: Foundation, KS1 and KS2 therefore have an appropriate, differentiated and personalised curriculum which addresses their needs. The following documentation and policies support this aim:

- School Development Plan
- Curriculum Policy

- Behaviour and Emotional wellbeing policies and documentation
- Policy for Assessment, Recording and reporting
- Brook Local Offer
- Willow Local Offer
- Pupil Premium plans
- SEND information report
- Supporting pupils with Medical Conditions policy

3ii Access to Pastoral Support

EMOTIONAL WELL-BEING AND BEHAVIOUR

Children learn best when their world feels safe, secure and predictable. At BILC we view behaviour as a form of communication. We do not seek to control children's behaviour but to empower the individual child to manage their own behaviour and access to learning. With the support of school staff, children use the experiences of the everyday to build internal resources that will help promote resilience through the successes and challenges offered during the school day. The Willow children also benefit from the specific support from learning mentors.

Through these experiences, children will begin to internalize skills and strategies that will enable them to regulate their own feelings thereby managing their levels of anxiety in what can be for some of our school community a chaotic and confusing world. The degree to which the individual will be able to do this will vary from child to child, representing a continuum whereby some will need a great deal of on-going structured support whereas others will be highly independent.

At whichever point a child is on that continuum, we, as BILC, will continue to work to support that child's growing development and emotional well-being; we work closely with all involved professionals and the child's family, to ensure continued access to the whole school curriculum and community life within and away from school.

We will ensure that any response to a child's behaviour reflects a graded and gradual approach that takes account of each child's individual learning needs and the demand of the situation.

Further information can be found in our behaviour policies and the "I need your AID" document.

ADDITIONAL PROCEDURES IN PLACE:

- **Safeguarding and child protection** form the cornerstone of our pastoral support. We have a full team to support Safeguarding. The Designated Safeguarding Lead (Headteachers) and Deputy Safeguarding Leads (Deputy Headteachers, Assistant Headteachers and Child and Family Liaison Officer). The Brook School Nurse also contributes to the safeguarding team at The Brook.
- **Looked after Children** are identified and monitored (linked to county professionals and following country lines)
- **Pupil premium** – children classified as pupil premium are identified
- **Profiles** – Pupil passports and Emotionally Able Wellbeing profiles/Behaviour Profiles are in place and are regularly updated and monitored by class teachers, and members of the Senior Leadership Team.
- **The School Nurse (for The Brook)** is in place who can be contacted at any time by staff, parents or carers. She monitors the fortnightly medicals conducted by a paediatrician.

- **Attendance** is monitored daily and parents are contacted on the first day of absence by the Child and Family Liaison Officer/Attendance Officer who reports concerns to the Headteacher.
- **Home School Books** are a constant source of information between home and school in cases of deterioration of behaviours, changes in mood of the pupils or an increase in their levels of distress.

OTHER ORGANISATIONS OFFERING SUPPORT

We work closely with other organisations who offer pastoral support:

- The Disabled Children's Team (social care)
- Whittington Health for SALT/Physio/OT/School Nursing/Dietician
- CAMHS (Child and Mental Health Services)
- The Multidisciplinary Team (MDT) comprising social care (CT), Whittington Health and the School. *This team meets fortnightly to discuss children who are causing concern. This uses a Signs of Safety Model derived from social care.*
- Markfield Parents/Carers services – *their surgeries run in school*
- Barnados
- Child Protection Services in Haringey including LADO
- Early Help Services (Social Care)

Our school policies which contribute to supporting the pupils and their teams are:

- Attendance policy
- Supporting pupils with medical conditions
- Behaviour and Emotional wellbeing policy
- Safeguarding and Child Protection policy
- Special Educational Needs policy

3iii Site Accessibility

The following **JOINT POLICIES** apply to the whole of the **Broadwaters Inclusive Learning Community**:

- Critical incident Plan
- Joint Premises and Facilities Development Plan
- Fire Risk assessments and the Fire Safety Action Plan
- Health and Safety Policy including Evacuation Policy
- Lettings Policy

PROCEDURES IN PLACE:

- **Health and safety issues** are identified and addressed on a continuous basis by a range of people within school including The Health and Safety and Welfare Committee, teachers (particular responsibility for classroom base and activities); Phase Leaders (Key Stage areas); 'common areas' (Premises Manager) and Senior Leadership Teams in reviewing these procedures and activities
- **Risk assessments** are written for activities and for groups of students both on and off site. These identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS)
- **Medical conditions of students** affecting health and safety and site accessibility are compiled as a separate document by the school nurse and are incorporated into Care Plans. These are circulated to staff in school on a need to know basis
- **Medical conditions of staff** affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and related staff
- **Outside professionals** (*such as Occupational Therapists; Physiotherapists; Disabled Children's Team; Visual Impairment teacher; Hearing impairment Advisor; Autism Outreach Service; Speech and Language service*) support the work of the school and integration of specific students both within the building and within integrated placements.

PRINCIPAL FEATURES OF BROADWATERS INCLUSIVE LEARNING COMMUNITY

The Brook Special School; The Willow Primary School and the Children's Centre have a state of the art building which is totally accessible. Some of the facilities are listed below:

- Ramps/doors/rails to all areas
- Ceiling tracking / hoists / slings
- Manual handling resources
- Flexible environment which can be used for whole school (over 600 pupils) and small group activities
- Classrooms equipped to meet the range of needs which are individually designed for those specific groups ie. ASD; PMLD classes
- Accommodation for storage of equipment for pupils with complex needs
- Disabled toilets and changing facilities for pupils and staff
- Accessible signage and wayfaring
- Lift access to the upper storeys
- Display / décor for pupils with visual impairment
- Acoustic systems for hearing impaired pupils and others to reduce environmental noise
- Emergency / evacuation procedures
- CCTV and security throughout the school and grounds
- Grounds work / pathways and play equipment
- Multisensory soft play room
- Specialist light and dark rooms for visual stimulation
- Food Technology, Art, Design and Technology bases

- Dance and Music studio
- Library and ICT suite, with shelves and equipment accessible to wheelchair users
- Augmentative communication via technology so that each student has complete access to the whole curriculum via switches or other aids
- Music therapy room
- Sensory and sound gardens
- Market garden
- Heated pool suitable for wheelchair users and able bodied pupils
- Assembly / sports / dining hall with specialist light and sound facilities
- Trampoline for rebound therapy
- Adapted minibuses
- Accessible / adapted toilets and changing areas with plinths and hoists
- Specialist individual equipment for pupils ordered by Physiotherapist, Speech and language Therapists, Occupational and Dietary Therapists
- All classrooms have computers/ ipads / interactive whiteboards with appropriate switches software and internet access
- All corridors are spacious to allow easy movement around school and to facilitate wheelchair users to mobilise at the same time as ambulant peers.
- Main thoroughfare doors are electronically controlled to open automatically

3iv Access to Information

BILC liaises with the Local Authority to ensure compliance with Local Authority and Government Statutes and has appointed the Broadwaters Business Director as the Data Protection Officer to ensure that the Schools are compliant with GDPR. Our aim is to ensure that students, staff and visitors have access to the information that is appropriate for their need whilst retaining confidentiality and operating within the GDPR boundaries.

LEGISLATIVE FRAMEWORK

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

- The Freedom of Information Act (FOA)
- The Data Protection Act 2018 (DPA)
- The Equality Act (2010)

The school also has its own policies on Data Protection and Complaints.

- Relevant documents are posted on, and may be downloaded from, the school's website.
- Parents/carers may request copies of pupil record files including paper and electronic files.
- Parents/carers may not be given access to records which contain information on other staff/pupils which would breach our Data Protection Policy and/or the Data Protection Act
- All requests for information should be made, preferably in writing, to the Headteacher

- Any complaints should be addressed through the School's Complaints Procedure, available to view on the School's website.

INFORMATION PROVIDED BY THE SCHOOL TO:

PUPILS. Pupils have access to information through:

- Constant support from class teams as to their progress. This is presented in a form that is differentiated for each pupil to aid their comprehension. This will include verbal, signed; switch use; visual prompts or in symbolic form such as Communication in Print or Sensory stories, written feedback
- Representation on, and by, the Student Council
- Pupil voice

PARENTS/CARERS have access to information by:

- The regular reporting of their child's progress from teachers through written reports, verbal updates, person centred reviews (The Brook)
- Monitoring of their child's individual termly targets with the teachers (The Brook)
- Teachers' written comments in pupils' home/school books; through letters and emails to parents and carers; through face to face and telephone conversations
- Talking to teachers and support staff at Annual Parents' Evenings, Early Days and Person Centred Review meetings for EHCPs (The Brook)
- Termly parent consultations (The Willow and Children Centre)
- Annual event to meet their new class teacher
- Phase leaders contact with parents
- Child and Family Liaison Officer's meetings with parents / carers to discuss Child and Family profiles / RAS forms / DLA forms and so on
- A fortnightly bulletin; informal and formal coffee mornings and termly Headteacher's briefings
- The school website
- Parents/carers meetings by prior appointment to visit the school
- Support meetings such as Child in Need meetings / Team around the family meetings
- The Brook Local Offer

VISITORS/EXTERNAL AGENCES/INDIVIDUALS have access to information (on a need to know basis only) by:

- The school website
- Contact with professionals within the school
- By written request / phone call to the Headteacher

ACCESSIBILITY OF INFORMATION

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

For example:

- The schools will support parents/carers and pupils through the use of Braille, symbols, Makaton and BSL, PDD, large print, audiotape
- The schools will also make information for parents available in a range of different formats should the need arise and be aware of font size, legibility, colour contrast when producing written information. Documentation is sent home in the child's bag at least one week before any formal meeting
- The schools will, if the need arises, aim to provide translation or interpreter services to ensure all parents/carers can access information.

4. Monitoring arrangements

This document will be updated annually by the Senior Leadership Teams and reviewed and approved by the Governing Body Finance Premises & Personnel Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy including Emergency Evacuation policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and policy
- Curriculum Policy
- Behaviour and Emotional wellbeing policies
- Policy for Assessment, Recording and reporting
- Supporting pupils with Medical Conditions policy
- Attendance policy
- Safeguarding and Child Protection policy
- Fire Risk assessments and the Fire Safety Action Plan
- Lettings Policy

ANNEX 1: ACCESSIBILITY AUDIT

ACCESS AUDIT CHECKLIST: THE BROADWATER INCLUSIVE LEARNING COMMUNITY

Date of survey

Carried out by:

A - APPROACH and CAR PARKING

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

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.

Questions	Y	N	Notes
A01. Is the building within convenient distance of a public highway?			
A02. Is the building within convenient distance of public transport?			
A03. Is the building within convenient distance of car parking?			
A04. Is the route clearly marked/found?			
A05. Is the route free of kerbs?			
A06. Is the surface smooth and slip resistant?			
A07. Is the route wide enough?			
A08. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?			

A09.	Is it adequately lit?			
A10.	Is it identified by visual, audible and tactile information?			
A11.	Is there car parking for people with reduced mobility?			
A12.	Is the car parking clearly marked out, signed, easily found and kept free from misuse?			
A13.	Is the car parking as near the entrance as possible?			
A14.	Is the car parking area suitably surfaced?			
A15.	Is the route to the building kept free of snow, ice and fallen leaves?			
A16.	Is the route level? (ie. no gradient steeper than 1:20 and no steps)			

General notes to block:

ACCESS AUDIT CHECKLIST: BROADWATER INCLUSIVE LEARNING COMMUNITY

Date of survey

Carried out by:

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

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

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

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)			
B02. Is it wide enough and suitably graded?			
B03. Is the surface slip resistant?			
B04. Are there kerbs and are there edges protected to prevent accidents?			
B05. Are there handrails to one or both sides? (delete)			
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			
B07. Are there (alternative) steps? (delete)			

B08.	Identified by visual/tactile information?			
B09.	Are there handrails to one or both sides? (delete)			
B10.	Are ramps and steps adequately lit?			
B11.	Are treads and risers consistent in depth and height?			
B12.	Are all nosings marked and/or readily identifiable? (delete)			
B13.	Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			
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			

General notes to block:

ACCESS AUDIT CHECKLIST: BROADWATER INCLUSIVE LEARNING COMMUNITY

Date of survey

Carried out by:

C – ENTRANCES, INCLUDING RECEPTION

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

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?			
C02. If glass is it visible when closed?			
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)			
C04. Does it have a level or flush threshold, and a recessed matwell? (delete)			
C05. Is there visibility through the door/way from both sides at standing and seated levels? (delete)			
C06. Is there a minimum 300mm wide wheelchair maneuver space beside the leading edge of the door to clear door swing?			
C07. Can the door furniture be used at both standing and seated height? (delete)			
C08. Can it be easily grasped and operated?			
C09. If the door has a closer mechanism does it have:			

(a) delayed closure action?			
(b) slow-action closer?			
(c) minimal closure pressure?			
C10. If the door is power-operated does it have visual and tactile information?			
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?			
C12. If there is a lobby, do the inner and outer doors meet the same criteria?			
C13. Do lobby layouts enable all users to clear one door before going through the next?			
C14. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?			
C15. Does the lighting installation take account of the needs of visually disabled people?			
C16. 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?			
C17. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?			
C18. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?			
C19. Is it fitted with an induction loop?			
C20. 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?			
C21. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?			

General notes to block:

ACCESS AUDIT CHECKLIST: BROADWATER INCLUSIVE LEARNING COMMUNITY

Date of survey

Carried out by:

D – HORIZONTAL MOVEMENT AND ASSEMBLY

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

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?			
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?			
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?			
D04. Is turning space available for w.ch. users?			
D05. Do natural and artificial lighting avoid glare and silhouetting?			
D06. Are there visual clues for orientation?			
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?			
(b) avoid light reflection and sound reverberation?			

D08.	Do textured surfaces convey useful information for people with impaired vision?			
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?			
D10.	Are there tactile signs and information for those with impaired vision?			
D11.	Is the maintenance of these items checked regularly?			
D12.	Is lighting designed to meet a wide range of needs?			
D13.	Is sufficient circulation space allowed for wheelchair users?			
D14.	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?			
D15.	Are seating arrangements/spaces suitable for use by people with visual disabilities?			
D16.	Are all areas for assembly/meeting equipped with an induction loop system?			
D17.	If the use of an induction loop system is precluded is an infra-red system in place?			
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?			
D19.	Are telephones fitted with inductive loop couplers?			
D20.	Is a minicom available for use by people with hearing disabilities?			

General notes to block:

ACCESS AUDIT CHECKLIST: BROADWATER INCLUSIVE LEARNING COMMUNITY

Date of survey

Carried out by:

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

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 lighting? (delete)			
E02. Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)			
E03. Is any level change clearly lit?			
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)			
E05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?			
E06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?			
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]			
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			

E09. Are steps available as an alternative to any ramp or ramped surface?			
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)			
E11. Lift			
(a) Is the lift's location clearly defined by visual and tactile information?			
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels?			
(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?			
(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'?			
(k) Is the lift regularly maintained and its functional operation routinely checked?			

General notes to block:

ACCESS AUDIT CHECKLIST: BROADWATER INCLUSIVE LEARNING COMMUNITY

Date of survey

Carried out by:

F - DOORS

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

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

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

	Y	N	Notes
F01. Do the doors serve a functional/safety purpose? (delete)			
F02. Can they be readily distinguished?			
F03. If glass, are they visible when shut?			
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)			
F05. Does the clear opening width permit wheelchair access?			
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?			
F07. Is any door furniture/handle at a height for standing/sitting use? (delete)			
F08. Are door/handles clearly distinguished?			
F09. Can the door furniture/handles be easily operated/grasped? (delete)			

F10. If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?			
(b) delay-action closure?			
(c) slow-action closure?			
(d) minimum closure pressure?			
F11. Is door/mechanism function checked regularly?			

General notes to block:

ACCESS AUDIT CHECKLIST: BROADWATER INCLUSIVE LEARNING COMMUNITY

Date of survey

Carried out by:

G - LAVATORIES

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

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?			
G02. Do all lavatory areas have slip-resistant floors?			
G03. Are they easy to distinguish by colour contrast from walls?			
G04. Are all fittings readily distinguishable from their background?			
G05. Are all door fittings/locks easily gripped and operated?			
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?			
G07. Is provision made for wheelchair users? If so:			
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)			

G09.	Is the location clearly signed?			
G10.	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?			
G11.	Are the door fittings/locks and light switches easily reached and operated?			
G12.	Is there an emergency call system and is someone designated to respond?			
G13.	Can the emergency call system be operated from floor level?			
G14.	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)			
G15.	Are the fittings arranged to facilitate these manoeuvres?			
G16.	Are handwashing and drying facilities within reach of someone seated on the WC?			
G17.	Is the tap appropriate for use by someone with limited dexterity, grip or strength?			
G18.	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?			
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)			
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?			

General notes to block:

ACCESS AUDIT CHECKLIST: BROADWATER INCLUSIVE LEARNING COMMUNITY

Date of survey

Carried out by:

H – FIXTURES AND FITTINGS

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

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?			
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?			
H04. Is it possible for people with disabilities to serve as volunteers?			
H05. Are all fittings readily distinguishable from their background?			
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?			
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?			
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?			

H09. Are all relevant locations clearly signed?			
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General notes to block:

ACCESS AUDIT CHECKLIST: BROADWATER INCLUSIVE LEARNING COMMUNITY

Date of survey

Carried out by:

I - INFORMATION

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

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?			
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?			
I03. Is there a tactile plan or diagram of the building?			
I04. Are there large-print versions of information about the building/activities available?			
I05. Is there 'braille' information available for people with visual disabilities?			
I06. Is there an 'audio' version of information about the building available?			
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?			
I08. Where a payphone is provided does it have a hearing aid coupler?			
I09. Are all relevant locations clearly signed?			

General notes to block:

ACCESS AUDIT CHECKLIST: BROADWATER INCLUSIVE LEARNING COMMUNITY

Date of survey

Carried out by:

J – MEANS OF ESCAPE

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

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

General notes to block:

