

SCHOOL ACCESS AUDIT CHECKLIST

Lyndon May 2022



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School Access Audit Checklist – Lyndon May 2022

Questions	Yes / No	Details
Checklist 1 - Approach Routes & Street Furniture		
1.1 - Is the school within convenient walking distance of:- _ Public Highway and Pathways? _ Public Transport e.g. Bus Stops? _ Car parking? (For car parking refer to Checklist 2)	Y	
1.2 - Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are DeafBlind?	Y	
1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?	Y	
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	Y	
1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	Y	
1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	Y	

1.7 - Free from hazardous building features such as outward opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?	Y	
1.8 - Adequate seating provided along routes? Is there seating where parents wait to pick up / drop off their children?	n/a	

Checklist 2 - Car Parking		
2.1 - Are accessible bays provided for badge holders?	Y	
2.2 - Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	Y	
2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheel chair parked alongside?	Y	
2.4 - Close enough to facilities the car park serves?	Y	
2.5 - Routes from parking area to school entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?	Y	
2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?	-	There are speed limit signs and a zebra crossing demarcating pedestrian usage in the main carpark.

Checklist 3 - External Ramps		
3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	Ongoing	Demarcation / colour contrast would be advantageous and needs to be maintained on an annual basus.
3.2 - Suitable handrails on each side?	Y	
3.3 - Surface slip-resistant, firmly fixed and easy to maintain?	Y	
3.4 - Edges protected to prevent accidents?	Y	
Checklist 4 - External Steps		
4.1 - Visual and tactile warnings at the top and bottom of steps?	Y	Since the last audit a permanent yellow strip has been fixed to the nosings of the steps leading to the main reception.
4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?	Y	
4.3 - Lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?	Y	
4.4 - Treads long enough and all of the same length?	Y	
4.5 - Risers shallow enough, all of the same height, and unlikely to trip users? Are there open risers?	Y	
4.6 - Nosings readily identifiable? If nosings are painted, is the paint still durable with no wear and tear?	N	All nosings on steps to be repainted/maintained in a distinguishable colour on a rolling annual basis.

Checklist 5 - Entrances"		
5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	Y	
5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Y	
5.3 - Level or flush threshold?	Y	
5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?	Y	
5.5 - Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?	Y	
5.6 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?	Y	
5.7 - Door closer of appropriate type? Can the door be easily opened single handedly?	Y	AUTOMATIC
5.8 - Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	N/A	

5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?	Y	
5.10 - Weather mat of firm texture and flush with floor?	Y	
Checklist 6 - Reception Areas and Lobbies"		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	Y	
6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	Y	
6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	Y	
6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	Y	
6.5 - Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?	N	
Checklist 7 - Corridors and Internal Surfaces		

<p>7.1 - Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?</p>	<p>Y</p>	<p>All corridors are wide enough for a wheelchair user to access, however there is limited access throughout the site due to short and long flights of steps/stairs. Most of the ground floor can be accessed via slightly longer routes taken using internal/external exit paths and / or temporary ramps that are available.</p>
<p>7.2 - Free from obstruction to wheel chair users and from hazards to people with impaired sight? Are there any internal columns that have a lack of colour contrast?</p>	<p>Y</p>	<p>All posts / columns are colour contrasted</p>
<p>7.3 - Are all key facilities within the school accessible for all users? Eg Sport Hall, Main Hall, Music Room, Changing Room etc. Where there are facilities not available can these be 'swopped' with a standard classroom?</p>	<p>N</p>	<p>The following key facilities are accessible to all users Reception Main Hall Core (library, ICT, careers) Canteen PE facilities First Aid All subjects are either accessible or could be rehoused / re-timetabled apart from food technology and Student Welfare (currently under review).</p>
<p>7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?</p>	<p>Y</p>	
<p>7.5 - Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)</p>	<p>Y</p>	

7.6 - Floor surfaces slip-resistant? Bright, boldly patterned floors avoided? Busy or distracting wall coverings avoided?	Y	
Checklist 8 - Internal Doors		
8.1 - Distinguishable from surroundings?	Y	
8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	N	In each building there are a number of older style doors that when replaced would benefit from featuring full height glass/vision panelling to enable users each side to see one another. This is part of the ongoing maintenance schedule.
8.3 - Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)	N	As above
8.4 - Clear opening width sufficient for a wheel chair user? Adequate space available alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Variable around site	
8.5 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	Y	

8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	y	
Checklist 9 - Internal Ramps – Lyndon have a temporary ramp should it be required		
9.1 - Ramp available for short rise within single storey?	n/a	
9.2 - Wide enough and suitably graded? Surface slip resistant?	n/a	
9.3 - Exposed edges protected to prevent accidents?	n/a	
9.4 - Suitable handrail each side?	n/a	
Checklist 10 - Internal Stairs		
10.1 - Treads long enough and each of same length?	Y	
10.2 - Risers shallow enough, all of the same height, and unlikely to trip users?	Y	
10.3 - Nosings readily identifiable?	Y	Every stairwell has been fitted with identifiable nosings and anti-slip surfaces.
10.4 - Suitable handrails on each side? Do handrails extend 300mm beyond the first and last step pitch-line? Are handrails suitably colour contrasted?	Y	

10.5 - Landings big enough and provided at intermediate levels in a long flight?	Y	
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Checklist 11 – Lifts N/A		
11.1 - Passenger lift available for vertical circulation within a building of more than one storey?	n/a	
11.2 - Car dimensions sufficient to allow space for wheel chair user? Door opens wide enough for wheel chair users?	n/a	
11.3 - Support rails in car appropriately designed and positioned?	n/a	
11.4 - Is there a mirror within the lift car?	n/a	
11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?	n/a	
11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?	n/a	

11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?	n/a	
11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?	n/a	
<p>Checklist 12 - WC Provision & Changing Areas There are 3 accessible WC provisions on site (1) opposite first aid (2) upper school corridor (3) music school (4) Pod (5) Sports Hall Foyer</p>		
12.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	Y	
12.2 - Slip-resistant floors throughout?	Y	
12.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	Y	
12.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	Y	
12.5 - Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	n/a	

12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	Y	
12.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	n/a	
12.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	n/a	
Checklist 13 - WCs: Wheelchair Users"		
13.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	Y	
13.2 - Travel distance to a suitable WC no greater than that for able-bodied people?	WC located at top/middle/bottom of site	Signage requirements (1) location of key to be noted on all WC doors(2) notification of where accessible toilets are located on site to be available at reception with a copy available for those whom require access to the facilities. This had previously been done – staff to monitor maintenance of signage.
13.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	Y	
13.4 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?	Y	

13.5 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	Y	
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13.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?	Y	
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13.7 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	Y	
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13.8 - Is there a back rest provided to the toilet pan?	Y	
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13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	Y	
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13.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	Y	
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13.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	Y	
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Checklist 14 - Facilities

14.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	Partially	A number of benches are available in the main foyer, canteen and upper school corridor. The seating has an armrest and would allow for a wheelchair users to pull up alongside as a seated companion.
14.2 - Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	Y	
14.3 - Are a number of chairs with armrests available within each classroom?	N	There are a number of chairs around school with armrests that could be made available to staff / pupils if required on a more regular / permanent basis.
14.4 - Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?	Y	No induction loop

14.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?	n/a	
14.6 - Does the dining room have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	N	
14.7 - Is there a dropped counter and an induction loop available for the Library counter?	N/A	
14.8 - Where there are IT facilities i.e. within classrooms and the Library (if applicable) are height adjustable computer desks available?	N	

14.9 - In the Main Hall, is the stage raised? If so what is the current procedure for wheelchair users? For an example when receiving awards on Speech Day?	-	Awards would usually be presented at ground level not on the stage.
Checklist 15 - Way Finding		
15.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	Yes – logical	'You are here' posters/maps have been positioned to some parts of the building. These would benefit from being at least A3 in size and framed to prevent damage. PW to liaise with DM re poster size versions once any rooming changes for September have been agreed.
15.2 - On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheel chair users with lower eye levels?	N	Ongoing consideration to be given when signage is updated / replaced.
15.3 - Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access? (Wheelchair symbol)	N	Signage for key access and location required see above notes
15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	N	Old signage needs to be removed i.e. Hearing Centre – correct signage needs to be of a font size that is purposeful.
15.5 - Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?	N/a	
Checklist 16 - Lighting & Acoustics		

16.1 - Lighting designed to meet a wide range of users needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	Y	Blinds have been fitted to most classrooms All internal lights have been replaced to LED Teachers are made aware of pupils requirements so that seating plans are conducive of white boards / projectors and teacher positioning. This information is noted on a pupil's One Page Profiles
16.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?	N	
16.3 - Are classrooms appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?	y	To most classroom / indoor areas
16.4 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?	y	
16.5 - Good balance of hard and soft surfaces?	y	
16.6 - Are induction loops fitted within the key areas i.e.- Main Hall, Sports Hall, key study areas e.g. Music Room.	n	
Checklist 17 - Means of Escape		
17.1 - Audible alarm system supplemented by visual system?	n	Beacon in accessible toilets
17.2 - Ground floor exit routes accessible to all, including wheelchair users, as entrance routes?	n	Risk assessments and PEEP process to be reviewed and re-launched with key staff responsible for overseeing, devising and reviewing the plans and all staff so that support can safely be given in the event of an evacuation. An identified fire marshall to be accountable for ensuring any pupil with a PEEP / risk assessment has safely evacuated the building.

17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	Y	
17.3 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	N/a	
17.4 - If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?	See above	

Checklist 18 - Building Management

18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	Y	Ongoing vigilance from site staff re obstruction of exits. Staff to be responsible for their learning environments.
18.2 - Accessible parking; Designated spaces not used by nondisabled drivers and kept free from obstructions?	Y	
18.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	Y	
18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	n/a	
18.5 - Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?	Y	

Other points for consideration / action:

- Annual maintenance to yellow demarcation to all external steps and fence/post corners to be carried out to distinguish between surfaces, step rises and edges
- Signage to accessible WC facilities to note where a key can be located

- CV TO liaise with KS re PEEPs so that all staff with responsibility for devising, reviewing, and implementing the plans are clear of the processes required. Plans to be uploaded to Arbor and pinned to pupil's profiles – class teachers to be informed of which pupils have a PEEP. For a designated Fire Marshall to have the responsibility of all pupils with a physical risk assessment / PEEP to ensure that that they have safely evacuated the building.
- Main reception / student welfare to have a site map of where accessible facilities can be located (copies available to users)
- Exit from canteen to 'Hatch' and lower school to be assessed re uneven step which could potentially be a trip hazard or difficult for a wheelchair / scooter user to navigate in the event of an emergency evacuation (should the accessible route via upper school corridor be in-passable)
- Main reception ramp surface and steps to be costed in support of a more hardwearing, improved anti-slip surface
- Whiteboards (of a sufficient size) to be available in all indoor / outdoor learning spaces to ensure staff can display key information in support of learners with cognitive processing needs. This to be extended to projector availability in PE to further enhance visual /modelled aspects of the subject.
- Reasonable timetabling adjustments to be an ongoing consideration for pupils with medical, sensory or physical difficulties to maximise accessibility and participation.

Checklist Checked by	Christa Vines - Director of Inclusion Pete Ward - Site Manager Jo Hill - SENDCO	Date 3/5/22	
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