



Accessibility Policy and Action Plan 2020

	Signature	Date
Chair of Governors	<input type="text"/>	<input type="text"/>
Headteacher	<input type="text"/>	<input type="text"/>
Committee Approval		<input type="text" value="Spring 2020"/>
Next Review Date		<input type="text" value="Spring 2023"/>

SCHOOL ACCESSIBILITY PLAN

1. Purpose

- 1.1 This plan exists to ensure that the school is equally accessible to disabled children and children with special educational needs and that these children are not prevented from achieving academically, or from getting maximum benefit from their school life, by being disadvantaged through inadequate provision of building structural services, facilities, resources or curricular / extra-curricular organisation.
- 1.2 The plan will consider the requirements of disabled parents / carers, staff and visitors to the school.
- 1.3 This Policy pays due regard government law, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001.
- 1.4 Disability is defined by the Disability Discrimination Act 1995 and the Equality Act 2010 as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.'
- 1.5 This plan was developed in conjunction with the school's policies on Equalities and Cohesion and Special Educational Needs, these policies can be accessed on the school website
- 1.6 Actions arising from the plan will feed into the School Development Plan and be monitored by the Teaching and Learning Committee (for curriculum based) or Behaviour and Safety Committee (for structural changes).

2. Objectives

The main objectives of this plan are:

- 2.1 To increase the extent to which children with a disability or special educational needs can participate in the school curriculum.
- 2.2 To improve the physical environment of the school to ensure that children, or parents / carers with any kind of disability or learning difficulty can participate in school activities.
- 2.3 To assess the delivery of written information to children to ensure that formats are available for children and parents with disabilities or learning difficulties.
- 2.4 To ensure that the school listens to the views expressed by the children or parents about their preferred methods of communication.

3. Responsibilities

- 3.1 The Governing Body will ensure that adequate resources are available for meeting the needs of existing disabled children, parents, carers and staff as identified in the Accessibility Action Plan (appendix 1).
- 3.2 Once the current issues have been identified, through the annual access audit (appendix 2), the Governing Body will also consider the potential needs of any future disabled children, staff or parents. However, it is recognised that such requirements may have an associated cost and that these requirements may not be implemented until the need for them actually arises.

- 3.3 The Governing Body is responsible for ensuring that the Accessibility Action Plan is monitored and evaluated annually.
- 3.4 The Headteacher is responsible for ensuring that specialist help is provided to children with disabilities or specific learning difficulties in line with the LA guidelines and that LA support services and resources are fully engaged.
- 3.5 The Headteacher is responsible for ensuring that accessibility issues are considered during the procurement process.

4. Principles of School Accessibility Planning

- 4.1 The school will not discriminate against disabled children or those with a statement of special educational needs in their admissions, exclusions or in provision of education and other related school activities.
- 4.2 The school will not put disabled children or those with a statement of special educational needs at a substantial disadvantage.
- 4.3 The school will assess accessibility annually and derive an action plan from the assessment.
- 4.4 The effectiveness of the Accessibility Plan and action plan will be monitored by the Governing Body.
- 4.5 Children and Parent / Carer's right to confidentiality will be respected.
- 4.6 The views of parents will be obtained to ensure that each child with a disability / statement of special educational needs is given an individualised Provision Map that will state their needs and requirements.
- 4.7 All staff involved with working with the child with a disability or statement of special educational needs will be fully briefed on individual requirements as stated in their Provision Map.
- 4.8 Full risk assessments will be carried out, and updated when necessary, to ensure the safety and well-being of disabled children or those with statements of special educational needs and the staff working with them.
- 4.9 All appropriate support resources and materials available from the LA will be utilised.

5. Increasing Participation in the School Curriculum

- 5.1 The Accessibility Plan will ensure that children with disabilities / statements of special educational needs are able to participate in the wider school curriculum including sports, clubs and visits.
- 5.2 Classroom layouts and teaching methods are planned with the requirements of disabled children / children with statements of special educational needs in mind where necessary.

6. Improving the Physical Environment

- 6.1 The physical environment of the school will be assessed including steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room decor and furniture.
- 6.2 The school will make reasonable adjustments for physical access in line with current and possible future needs and within the constraints of the school funds. Such improvements could include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities,

adjustable lighting, blinds, induction loops, well designed rooms and way-finding systems.

- 6.3 The school will provide reasonable auxiliary aids within the constraints of the school funds. Such aids may include ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand-eye skills, specialist pens and pencils, sloping desks, booster seats and specialist seating.

7. Improving the Delivery of Information to Disabled Parents

- 7.1 Written information provided by the school to the parents should be accessible to disabled parents. The information should take into account the disabilities that the school has been made aware of and be made available within a reasonable time frame. The school will consider providing the information in alternative formats (such as large print or audio tape), use of ICT or by providing the information orally.

8. Monitoring and Evaluation

- 8.1 The Accessibility Plan and subsequent action plan, the progress of their implementation and the monitoring of their effectiveness are the responsibility of the school governing body and will be managed by the Teaching and Learning and Behaviour and Safety Committee.

- 8.2 Evaluation will be based on the following indicators:

- Satisfaction of disabled children and their parents with the provision made for them and their participation in the life of the school, as shown in the parent and child questionnaires;
- Evidence of the increased involvement of disabled children or those with special educational needs in the full life of the school, as shown in participation in school clubs;
- Increased confidence in the staff in teaching and supporting disabled children or those with special educational needs, as shown in staff questionnaires and lesson observations;
- Audits of curriculum areas;
- Changes to the physical building



NEWTOWN SCHOOL

ACCESSIBILITY ACTION PLAN 2020

As of **1st March 2020** the school community has **no** physically disabled pupils or staff and **2** parents with physical disabilities (to our knowledge) and **40** children with SEN.

An accessibility audit was carried out by Julia Antrobus 6th March 2020 (see appendix 2) and the following issues have been identified to go into the action plan.

SHORT TERM

Accessibility Audit Reference	Issue	Action required to rectify the issue	Timescale	Cost
B12 / B17	Paint on nosings is chipped and wearing away	Paint to be purchased and caretaker to repaint steps	End April 2020	Awaiting costs

MEDIUM TERM

Accessibility Audit Reference	Issue	Action required to rectify the issue	Timescale	Cost
A5	Kerb from wheelchair parking on to school path	Wheelchair ramp to be purchased	September 2020	Awaiting costs
A16	Steps into front entrance of the school	Multi-fold wheelchair ramp to be purchased	September 2020	Awaiting costs

LONG TERM

Accessibility Audit Reference	Issue	Action required to rectify the issue	Timescale	Cost
C19/ C32 / D9 / D10 / H8 / I 1-9	Signage across the school is not at the right height for wheelchair users. There is no nonvisual signage.	All signage to be looked at and where possible made clear and at the right height.	April 2021	TBC

If the school was to be allocated a disabled child or a disabled parent / member of staff / volunteer joined the school community then we would look at the accessibility plan as a matter of urgency and look to make the necessary adaptations with any additional SEN funding or grants.



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ACCESSIBILITY AUDIT CHECKLIST

Date carried out: 6th March 2020

By: Julia Antrobus

A - APPROACH and CAR PARKING – **From the front of the building: Staff / Visitors / Volunteers**

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 Action Plan.

SML: S= short term M= medium term L= long term

	Y	N	SML	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?		✓	L	Kerb from car park
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?		✓	L	
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)		✓	L	3 steps at front entrance

A - APPROACH and CAR PARKING – **From the rear of the building: Children / Parents dropping off**

	Y	N	SML	Notes
A010. Is the building within convenient distance of a public highway?	✓			
A011. Is the building within convenient distance of public transport?	✓			
A012. Is the building within convenient distance of car parking?	✓			
A013. Is the route clearly marked/found?		✓	L	
A014. Is the route free of kerbs?		✓	L	
A015. Is the surface smooth and slip resistant?	✓			
A016. Is the route wide enough?	✓			
A017. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓			
A018. Is it adequately lit?	✓			



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A17.	Is it identified by visual, audible and tactile information?		✓	L	
A18.	Is there car parking for people with reduced mobility?				N/A Car parking for staff only, disabled staff would park at the front.
A19.	Is the car parking clearly marked out, signed, easily found and kept free from misuse?				N/A Car parking for staff only, disabled staff would park at the front.
A20.	Is the car parking as near the entrance as possible?	✓			
A21.	Is the car parking area suitably surfaced?	✓			
A22.	Is the route to the building kept free of snow, ice and fallen leaves?	✓			
A23.	Is the route level? (ie. no gradient steeper than 1:20 and no steps)	✓			

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS – *From the front of the building: Staff / Visitors / Volunteers*

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 Action Plan.

	Y	N	SML	Notes
B01. Is there a ramp, with level surfaces top/intermediate/bottom? (delete)		✓	M	
B02. Is it wide enough and suitably graded?				N/A
B03. Is the surface slip resistant?				N/A
B04. Are there kerbs and are there edges protected to prevent accidents?				N/A
B05. Are there handrails to one or both sides? (delete)				N/A
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?		✓	M	
B07. Are there steps?	✓			
B08. Identified by visual/tactile information?		✓	L	
B09. Are there handrails to one or both sides? (delete)		✓	L	
B10. Are ramps and steps adequately lit?		✓	L	
B11. Are treads and risers consistent in depth and height?		✓	L	Last small steps in
B12. Are all nosings marked and/or readily identifiable? (delete)	✓			Need to be updated
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?		✓	L	



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B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS – *From the rear of the building: Children / Parents dropping off*

	Y	N	SML	Notes
B010. Is there a ramp, with level surfaces top/intermediate/bottom? (delete)	✓			
B011. Is it wide enough and suitably graded?	✓			
B012. Is the surface slip resistant?	✓			
B013. Are there kerbs and are there edges protected to prevent accidents?	✓			
B014. Are there handrails to one side	✓			
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 steps?	✓			
B017. Identified by visual/tactile information?		✓	L	
B018. Are there handrails to one or both sides? (delete)	✓			
B15. Are ramps and steps adequately lit?	✓			
B16. Are treads and risers consistent in depth and height?	✓			
B17. Are all nosings marked and/or readily identifiable? (delete)	✓			Need to be updated
B18. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)	✓			
B19. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E.				N/A

C – ENTRANCES, INCLUDING RECEPTION - *From the front of the building: Staff / Visitors / Volunteers*

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 Action Plan.

	Y	N	SML	Notes
C01. Is the door clearly distinguishable from the facade?	✓			
C02. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	✓			
C03. Does it have a level or flush threshold, and a recessed matwell? (delete)		✓	L	
C04. Is there visibility through the door/way from both sides at standing and seated levels? (delete)		✓	L	
C05. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?		✓	L	



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C06. Can the door furniture be used at both standing and seated height? (delete)		✓	L	
C07. Can it be easily grasped and operated?				N/A
C08. If the door has a closer mechanism does it have:				N/A
(a) delayed closure action?				
(b) slow-action closer?				
(c) minimal closure pressure?				
C9. If the door is power-operated does it have visual and tactile information?				N/A
C10. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?				N/A
C11. If there is a lobby, do the inner and outer doors meet the same criteria?		✓	L	
C12. Do lobby layouts enable all users to clear one door before going through the next?	✓			
C13. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		✓	L	
C14. Does the lighting installation take account of the needs of visually disabled people?		✓	L	
C15. 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?	✓			
C16. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓			
C17. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?		✓	L	
C18. Is it fitted with an induction loop?		✓	L	
C19. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		✓	L	

C – ENTRANCES, INCLUDING RECEPTION - <i>From the rear of the building: Children / Parents dropping off</i>				
	Y	N	SML	Notes
C20. Is the door clearly distinguishable from the facade?	✓			
C21. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	✓			
C22. Does it have a level or flush threshold, and a recessed matwell? (delete)	✓			
C23. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	✓			
C24. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?		✓	L	
C25. Can the door furniture be used at both standing and seated height? (delete)		✓	L	
C26. Can it be easily grasped and operated?				N/A
C27. If the door has a closer mechanism does it have:				N/A
(a) delayed closure action?				
(b) slow-action closer?	✓			
(c) minimal closure pressure?				



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C28. If the door is power-operated does it have visual and tactile information?				N/A
C29. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		✓	L	
C30. If there is a lobby, do the inner and outer doors meet the same criteria?				N/A
C31. Do lobby layouts enable all users to clear one door before going through the next?				N/A
C32. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		✓	L	
C33. Does the lighting installation take account of the needs of visually disabled people?		✓	L	
C34. 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?	✓			
C35. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓			
C36. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?				N/A
C37. Is it fitted with an induction loop?				N/A
C38. 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/A

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 Action Plan.

	Y	N	SML	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?		✓	L	
D07. Do floor surfaces:				
(a) allow ease of movement for wheelchair users?	✓			
(b) avoid light reflection and sound reverberation?		✓	L	Light yes sound no
D08. Do textured surfaces convey useful information for people with impaired vision?		✓	L	



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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?		✓	L	
D10.	Are there tactile signs and information for those with impaired vision?		✓	L	
D11.	Is the maintenance of these items checked regularly?				N/A
D12.	Is lighting designed to meet a wide range of needs?		✓	L	
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?		✓	L	
D16.	Are all areas for assembly/meeting equipped with an induction loop system?		✓	L	
D17.	If the use of an induction loop system is precluded is an infra-red system in place?		✓	L	
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?		✓	L	
D20.	Is a minicom available for use by people with hearing disabilities?		✓	L	

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE – **only the ramp in the Early Years corridor**

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 Action Plan.

	Y	N	SML	Notes
E01. Is the location of the ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)		✓	L	
E02. Does the ramp have a handrail to one/both side(s), and does it/they extend 300mm beyond the top and bottom of any flight?		✓	L	
E03. Is any level change clearly lit?	✓			
E04. Is the pitch of the ramp consistent?	✓			
E05. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?		✓	L	

F – INTERNAL 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 Action Plan.



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	Y	N	SML	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?				N/A
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		✓	L	
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?		✓	L	Not with current furniture layouts but could be adjusted
F07. Is any door furniture/handle at a height for sitting use? (delete)		✓	L	
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?		✓	L	
(b) delay-action closure?		✓	L	
(c) slow-action closure?	✓			some
(d) minimum closure pressure?				
F11. Is door/mechanism function checked regularly?		✓	M	

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 Action Plan.

	Y	N	SML	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?	✓			



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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?	✓			
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?		✓	L	

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 Action Plan.

	Y	N	SML	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?		✓	L	
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?				N/A
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?				N/A
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?		✓	L	
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓			
H08. Are all relevant locations clearly signed?		✓	L	



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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 Action Plan.

	Y	N	SML	Notes
I01. Is the building equipped to provide hearing assistance?		✓	L	
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?		✓	L	
I03. Is there a tactile plan or diagram of the building?		✓	L	
I04. Are there large-print versions of information about the building/activities available?		✓	L	
I05. Is there 'braille' information available for people with visual disabilities?		✓	L	
I06. Is there an 'audio' version of information about the building available?		✓	L	
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?		✓	L	
I08. Where a payphone is provided does it have a hearing aid coupler?				N/A
I09. Are all relevant locations clearly signed?		✓	L	

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 Action Plan.

	Y	N	SML	Notes
J01. Is there a visible as well as audible fire alarm system?		✓	L	
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓			
J03. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓			
J04. Is the evacuation strategy checked regularly for its effectiveness?	✓			
J05. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	✓			
J06. Are all fire warning devices and detectors checked routinely and regularly?	✓			