pdnet
A network for those supporting learners with physical disability

Accessibility Audit

FOR LEARNERS WITH A PHYSICAL DISABILITY

Part of the pdnet Accessibility Planning Toolkit

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pdnet Accessibility Planning Toolkit

The Accessibility Audit forms part of the *pdnet Accessibility Planning Toolkit*, which aims to support schools to effectively evaluate the accessibility of their provision and plan to improve access for learners, particularly those with a physical disability.

The Toolkit is designed to guide you through the process of;understanding your school's legal duties and responsibilities, reviewing your existing Accessibility Plan, considering what your school currently does well, thinking about how you might improve access and participation, and writing a robust and dynamic plan that is sustainable over the subsequent years.

Download the Toolkit here.

Context

It is a requirement of the Equality Act 2010 that schools produce an Accessibility Plan.

In particular, a school is required to develop a plan that shows how it will develop its services and facilities in the following three areas:

- increase the extent to which pupils with disabilities can participate in the school's curriculum,
- improve the physical environment of the school to ensure pupils with disabilities are able to take advantage of education and other benefits, facilities or services provided or offered by the school,
- improve the delivery of information for pupils with disabilities, so information is as available as it is for pupils who are not disabled.

This, coupled with the duty to be anticipatory in terms of meeting the needs of pupils with disabilities, means that schools must look objectively and critically at their site and environment and consider how improvements can be made.

School buildings vary considerably in age, design, build quality and what facilities are available. Whatever their age, design or size, it is still possible to make most of them physically accessible to all, with some structural and building modifications.

This is something that all schools should be considering even if they do not currently have a pupil with a physical disability. They should also be considering accessibility for staff and visitors who have a disability, although the main focus of this audit document is access for pupils.

It is important to state that this audit document focuses on the needs of those with a physical disability, but the approach described can be applied to those with other disabilities such as visual or hearing impairment who require specific consideration in relation to the physical environment.

If the school does have a pupil with a physical disability then it is important to initially focus on and consider the specific areas of the school that the pupil routinely uses and, using a person-centred approach, identify what adaptations and adjustments need to be in place to meet their specific needs.

However, schools need to think 'beyond' the individual pupil. They have a duty to be anticipatory and must be prepared to meet the needs of pupils with a type of disability that they have perhaps not yet experienced. For this reason, it is important that access to the physical environment is considered in broader terms.

How can schools audit their physical access?

An audit of access to the physical environment needs to consider the individuals requiring access and also the frequency of that access. This includes:

- pupils with a physical disability who attend every day and require full access,
- members of staff with a physical disability who attend every day and require full access,
- parents/carers with a physical disability who require intermittent access to a limited number of specific areas e.g. main entrance and reception, school hall, outdoor area, early years area (if appropriate),
- visitors with a physical disability who require intermittent access to a number of specific areas e.g. main entrance and reception, school hall, staff room, some teaching areas, sports hall etc.

Schools also need to consider a broad range of types of physical disability and how pupils, staff and visitors with these disabilities may need to access the environment in different ways e.g. an individual who is ambulant but has balance and co-ordination difficulties, an individual who uses a walker or other mobility aid, an individual who uses a manual wheelchair (attendant pushed or self-propelled) and an individual who uses an electrically powered wheelchair (powerchair) for independent mobility.

A risk assessment approach is useful when looking at the physical environment, considering in each area of the site what constitutes a hazard or threat to health and safety.

Once a hazard has been identified it is then possible to consider the risk of injury it may present, the main risks being:

- slips, trips and falls for ambulant people,
- slips and falls from the chair for wheelchair users,
- impact with solid objects in the person's path,
- impact with objects falling from height,

any of which may result in injuries such as cuts, grazes, crush injuries, head injuries and bone fractures.

Carrying out the audit also gives the school an opportunity to then identify specific strategies, modifications or adjustments that the school could put in place to reduce the risks and enable access.

How is the Audit carried out?

1. Take a walk round the school, the whole school site, indoor and outdoor, to all areas that pupils need to access.

2. Use the guidance notes to help you as you walk round and ask yourself the prompt questions about each of the areas covered.

3. Make notes on the Accessibility Audit template.

4. Consider the hazards and barriers you see in your environment for people with a range of mobility needs

5. Think of solutions that reduce or reduce the risk or barrier and add any recommendations for adjustments or modifications that occur to you.

6. It is helpful to have a pupil or pupils in mind and try to look at the environment from their perspective and needs.

The pdnet Accessibility Audit guidance notes and template are written in the light of the Building Regulations 2010 (and subsequent amendments). There are two documents which are helpful with this: Approved Document M Access to and Use of Buildings Volume 2 2015 edition: Buildings Other than Dwellings (which has information on access for disabled people) and Approved Document K 2013 edition: Protection from falling, collision and impact (which has information about construction of stairs and ramps). You should refer directly to these for technical specifications and design considerations in relation to any particularly challenging areas of your school, e.g. ramps, stairs, lifts, toilets, especially if your school building is of older construction.

The guidance notes and supporting audit template give a general overview of the kinds of things to look for in key areas but it is not exhaustive and depends very much on your individual school site. Seek professional advice if appropriate.

Once you have completed your walk and taken notes you can then prioritise your recommendations for actions using a '1,2,3 RAG rating' system. This can in turn assist you in the development of your school's Accessibility Plan.

The process of carrying out this audit serves an additional purpose in that it, if you consider an individual pupil, the information gained can be used to write a risk assessment for the specific pupil's access to the physical environment of the school.

The School Site

The whole school site includes:

- access to the school site from the pavement and pathways to the main entrance,
- access into school via the front entrance,
- access into school via other entrances used by pupils and routes around the building to get to these entrances,
- corridors
- dining hall/ canteen
- assembly hall
- performance areas e.g. stage
- library
- cloakrooms
- area around main office
- area around staff room
- lifts (if appropriate)
- stairways
- pupil toilet blocks
- accessible (disabled) toilet / hygiene suite
- calm spaces / withdrawal areas
- intervention spaces

Primary schools

- classrooms
- ICT suite
- access to indoor equipment for gymnastics
- EYFS indoor and outdoor area
- playgrounds
- grassed areas
- zoned areas within playground
  e.g. ball area, nature area, quiet area etc.
- outdoor climbing equipment
- forest / nature area

Secondary schools

- classrooms
- subject specific areas e.g. science, art, technology, music, ICT, drama, dance etc.
- gym / sports hall
- PE changing facilities
- music practice rooms
- outdoor recreational areas
- artificial turf area
- grassed areas and sports fields

Accessibility Audit Template

Click here to download a word template

School name:			URGENT 1 NECESSARY 2 DESIRABLE 3
Audit completed by:			
Date of audit:			
Review date:			
Area and Aspect	**Satisfactory?** *Yes (Y), No (N)* *Not applicable (N/A)*	**Comments or Recommendations**	**Priority Designation**
1			
2			
3			
4			
5			
1			
2			
3			
4			
5			
1			
2			
3			
4			
5			

Accessibility Audit

AREA	ASPECT	CONSIDER
Access from site boundary to entrance		
Access from the entrance point at the boundary via pathways and from any car parks	**1. Intercom / buzzer for admission to the site** **2. Gate(s)** **3. General Approach** **4. Pedestrian route** **5. Pathway** **6. Paving** **7. Kerb** **8. Soil erosion** **9. Tree roots** **10. Planting**	1. Is the buzzer / intercom accessible for all, including a wheelchair user or person of short stature? Is the buzzer / intercom easy to use by all? Are the buttons easy for all to press and hold (if required)? 2. Are gates easy for all to open? Does the size and weight mean that a large force needs to be applied to open them? Are there drop down bolts from the gate into the ground to secure them in an open position at key times, e.g. at pupil drop off and pick up times, so that they do not swing closed? 3. Is the general approach (from the boundary or car park to the school building) level or is there a rise/fall in level? Is the change in gradient slight or steep? 4. Is there a pedestrian only route that is accessible for all, including those using a wheelchair or mobility aid, that avoids moving into the vehicular access route? 5. Is the pathway level or is there a rise/fall in level? Is the pathway wide enough for all users, including those using a wheelchair or mobility aid, to move along easily? Is there space for all users, including those using a wheelchair or mobility aid, to pass each other along the pathway? Do windows in any adjacent buildings open out over the pathway, blocking the route? 6. Is the paving cracked or uneven? 7. Is the kerb of even height or is it raised or dipped in places? Are edging stones broken or uneven? 8. Are there areas where the soil is eroded? Is the area dipped or uneven? Is it likely to become muddy in wet weather? 9. Are roots growing up through paving or tarmac causing it to be raised or uneven? 10. Are plants growing over pathways, causing obstruction or potential for injury?
Access to a designated disabled parking space for parents/carers	**1. Are parents/carers able to drop off a pupil with a disability close to the school entrance?**	1. The site should have at least one parking bay (but may require more depending on size) designated for disabled people. It should comply with Building Regulations and be on firm, level ground as close as possible to the principal entrance of the building.

AREA	ASPECT	CONSIDER
Access from site boundary to entrance - *CONTINUED*		
Access via the main entrance through the door(s)	1. **Signage** 2. **Weather protection** 3. **Structural elements** 4. **Steps / ramp** 5. **Visibility** 6. **Surface** 7. **Handrail**	1. Does signage clearly indicate the main entrance, so users do not spend unnecessary time outside? 2. Is there a canopy or other weather protection measure for all, including those with a physical disability, to use to wait, if the doors are non-powered and have manual operation? 3. Do any structural elements such as the supports for canopies obstruct the route for users, including those with a physical disability? 4. If there is a change in height from ground to doorway is there a ramp available as well as steps? Does the gradient of the ramp comply with Building Regulations? 5. Is the ramp visually signposted e.g. by chevrons or raised blister surface? 6. Do the steps and ramp have a suitable non-slip surface? 7. Is there a handrail for both steps and the ramp? Is there a low-level handrail as well as the adult height handrail for people of short stature to use?
Reception Area	1. **Counter / window** 2. **Floor covering**	1. Is the counter or window accessible to all, including wheelchair users and people of short stature? Is there a low-level counter or window available? 2. Does the floor covering material impede the progress of wheelchairs and wheeled mobility aids?

AREA	ASPECT	CONSIDER
Doors and Doorways		
Any external or internal doors in all areas of the school, including teaching spaces, communal areas and specialist rooms	**1. Door** **2. Door furniture** **3. Door frame** **4. Doorway** **5. Threshold** **6. Mat well** **7. Internal space in the vicinity of the door area on entry**	1. Are doors easy for all to open, including those using a wheelchair or mobility aid or those of short stature? Does the size and weight mean that a large force needs to be applied to open it? Do doors remain open long enough to allow a person who is moving slowly to pass through, e.g. those using a mobility aid? Is there an automatic door opening mechanism in place with a button at an appropriate height for a wheelchair user to access? Are there self-closing mechanisms on doors? Do they give time for a person with a physical disability to pass through at their own pace? 2. Can the door furniture, e.g. handle, be operated easily for example one-handed? 3. Does the door frame contrast visually with surrounding wall and door? 4. Is the doorway wide enough for all users, including those using a wheelchair or mobility aid? Is it wide enough for a wheelchair user to move through, plus arm room, if self-propelling? Is it wide enough for a supporting adult to pass through at the same time? 5. Is the threshold level or raised or uneven? 6. If there is a mat well, is the mat surface level with the adjacent floor? 7. Is the internal space near the door area limited or insufficient to manoeuvre and turn a wheelchair?
Floors and Flooring		
Floors in all areas of the school, including, corridors, teaching spaces, communal areas and specialist rooms	**1. Floor** **2. Floor covering** **3. Rugs** **4. Internal Ramps**	1. Is the floor level and even throughout? Are there changes in level? Are there areas where the floor rises or falls? Are there holes or pits in the floor due to wear and tear? If there are designed slopes, are they visually signposted e.g. by chevrons or raised blister surface and do they comply with Building Regulations? 2. Does the floor have an appropriate non-slip floor covering? Are there signs of wear and tear? Does this result in raised areas or holes? Are transitions from one type of floor covering to another, level and smooth? Are transitions easily visible by markings or a metal strip? 3. Do any rugs or mats have a non-slip upper surface? Do any rugs or mats have a non-slip grip on the underside? Do any rugs or mats have a visible outer edge? Do any rugs or mats show signs of wear and tear e.g. curled edges, loss of structural integrity? Is there a system in place for monitoring the condition of rugs and mats and actioning replacement as required? 4. Is the gradient of the ramp appropriate for use by people with physical disabilities? Does the ramp comply with Building Regulations? Is the ramp visually signposted e.g. by a change in floor cover or signage?

AREA	ASPECT	CONSIDER
Stairs and Steps		
Steps and Stairs	**1. Pitch (the angle of inclination between the horizontal and a line connecting the nosings (leading edge of a tread) of a stair)** **2. Rise (the height between consecutive treads) and going (the depth of a tread)** **3. Stairways** **4. Handrails** **5. Visibility** **6. Surface** **7. Step sets within a corridor**	1. Is the pitch of the stair appropriate for use by people with physical disabilities? Does it comply with Building Regulations? 2. Does the rise and the going of steps comply with regulations? The preferred rise of steps is 150mm and the preferred going is 280mm in schools. 3. Are stairs wide enough for wide enough for all users, including those using a mobility aid who may require the support of an adult assistant, to ascend and descend? Is the landing of sufficient size to enable a person with a physical disability to rest, if necessary? Is there guidance to the movement of pupils on stairways e.g. one-way systems, keep left rule? Is the movement of pupils on stairways monitored and regulated by staff supervision? 4. Is there a low-level handrail as well as the adult height handrail for people of short stature to use? 5. Do the leading edges / nosings of the treads contrast visually with the rest of the steps so that they are clearly visible? 6. Do the treads and landing have an appropriate non-slip surface? 7. Is there a low-level handrail as well as the adult height handrail for people of short stature to use? Is there an alternative indoor route (that does not take too much additional time) that people who use mobility equipment could take to rise from one level to the other? Would a platform lift enable access for wheelchair users?
Lifts		
Vertical lifts carry passengers from floor to floor Platform lifts carry passengers from one level to another on the same floor e.g. to rise up a set of steps in a corridor	**1. Use of vertical lift by pupils with physical disabilities** **2. Use of platform lift by pupils with physical disabilities**	1. If age appropriate, does the pupil have independent access to the lift e.g. via a fob or key? If so, is a plan in place for the pupil to action in the event of a problem with the lift, e.g. it stops moving between floors? Is there a plan in place for the pupil's access to equivalent provision temporarily in the event of the lift breaking down? Is the use of the lift subject to a pupil specific risk assessment? 2. Does the platform lift require set-up from an adult assistant? If age appropriate, does the pupil have independent access to the platform lift e.g. via a key? Is there a plan in place for the pupil's access to equivalent provision temporarily in the event of the platform lift breaking down? Is the use of the platform lift subject to a pupil specific risk assessment?

AREA	ASPECT	CONSIDER
Lighting		
In all areas of the school site	**1. Artificial and natural light**	1. Lighting should effectively illuminate all areas of the environment so that any obstacles, hazards or barriers are visible to all users, including people with physical disabilities, so that they are able to avoid or navigate around them. Lighting should be sufficient to enable all pupils, including those with physical disabilities, to access all resources and equipment.
Corridors		
Corridors and passageways in all parts of the school	**1. Width** **2. Obstructions** **3. Areas of congestion and transition times e.g. arrival / departure times, lesson changeovers, break and lunchtimes**	1. Is the corridor wide enough for all users, including those using a wheelchair or mobility aid, to move along easily? Is there space for all users, including those using a wheelchair or mobility aid, to pass each other along the corridor? Are there any specific areas of the school building where the corridor narrows considerably, increasing the risk to all, especially those with a physical disability? 2. Do columns, radiators and fire safety equipment project out into the corridor causing an obstruction? Does furniture, storage units or resources narrow the access through corridors? 3. Can all pupils, including those using a wheelchair or mobility aid or of short stature, progress freely through the school at all times, especially key times of congestion? Is there guidance for pupils on moving through communal areas e.g. one-way systems, keep left rule? Is the movement of pupils monitored and regulated by staff supervision? Are strategies in place for pupils with physical disabilities to avoid congestion e.g. leaving lessons early to arrive early at the next lesson? If so, are there support strategies in place to ensure these pupils receive all information from the end of lessons, including curriculum content and homework tasks?

AREA	ASPECT	CONSIDER
Generic considerations in the teaching and learning environment		
All teaching spaces	**1. Seating and positioning** **2. Thoroughfare** **3. Access to the teacher** **4. Access to the whiteboard** **5. Access to resources** **6. Access to pair and group work** **7. Storage of resources and equipment**	1. Are there desks / tables of an appropriate height for all, including those using a wheelchair or mobility aid and those of short stature? Does the room have a rise and fall desk / table? Are there chairs / seats of an appropriate height for all, including those using a wheelchair (who may transfer to a chair) or mobility aid and those of short stature? Are there appropriately supportive chairs / seats for all, including those using a wheelchair (who may transfer to a chair) or mobility aid and those of short stature, e.g. chairs with a back rest / arms / footrest / cushion? Can individual pupils be seated optimally, as required, to have a straight on view of the whiteboard or the focus of teaching? 2. Is there a clear thoroughfare through all areas of the room that is easy to navigate for all, including those using a wheelchair or mobility aid and those with short stature? 3. Can all pupils, including those using a wheelchair or mobility aid and those with short stature, access the teacher's area / desk? 4. Can all pupils, including those using a wheelchair or mobility aid and those with short stature, access the whiteboard to annotate / work on the board as part of the learning experience? 5. Can all pupils, including those using a wheelchair or mobility aid and those with short stature, move to access teaching and learning resources around the room? Can all pupils, including those using a wheelchair or mobility aid and those with short stature, access teaching and learning resources stored around the room? 6. Can all pupils, including those using a wheelchair or mobility aid and those with short stature, move to access other pupils for paired and group work? 7. Are all resources stored away safely in closed containers, shelving or cupboards? Are storage units and boxes blocking any thoroughfares? If resources are stored under tables, are they closed by a lid/other (so resources cannot fall out) and are they pushed back so that they do not protrude into the thoroughfare?
Assembly Space / Hall		
Spaces where pupils congregate for organized events, assemblies and presentations.	**1. Individual seats** **2. Bleachers**	1. Are seats accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature? Are the seats appropriately supportive for all, including those using a wheelchair (who may transfer to a chair) or mobility aid and those of short stature, e.g. chairs with a back rest / arms / footrest / cushion? Is there space in front of and to either side of at least some seats to facilitate access for wheelchair users (who may transfer) and pupils who use mobility aids? Is there leg room in front at least some seats to enable pupils with physical disabilities to stretch, as required? Is there space around at least some seats to enables pupils with physical disabilities to leave mobility equipment safely and within easy reach? Is there space for a wheelchair user to sit in their wheelchair within a row of chairs (if they are unable to transfer)? 2. Is space allocated in front of the bleachers for a row of chairs which can be used, as above, by pupils with physical disabilities or for a wheelchair user to occupy a chair space?

AREA	ASPECT	CONSIDER
Performance Space / Stage, Dance and Drama Areas		
Bespoke performance area / Drama studio / Dance studio / Integrated studio	**1. Stage accessibility** **2. Curtains** **3. Technical equipment**	1. If the stage/performance area is at a raised level, is it accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, by a suitable ramp as well as steps? If steps, is there a low-level handrail as well as the adult height handrail for people of short stature to use? 2. Do curtains trail on the floor? 3. Does lighting/ technical equipment impede the thoroughfare through the area? Are wires from technical equipment secure and not trailing along the floor?
Dining Area / Canteen		
Bespoke dining area or hall area used for dining at key times	**1. Service** **2. Tray** **3. Payment system** **4. Seating and table** **5. Clearing away**	1. Is there a system in place for all pupils, including those using a wheelchair or mobility aid and those with short stature, to have food served to them at their table? (EYFS / KS1) Is there a system in place for all pupils, including those using a wheelchair or mobility aid and those with short stature, to queue to select food? If so, is there sufficient space for a pupil who uses mobility equipment to access the area? Is there a one-way system? Is there staff supervision to avoid congestion or pushing? Are there strategies in place for specific pupils to bypass the queuing system, if considered appropriate? Is the counter height accessible to all, including those using a wheelchair or mobility aid and those with short stature, so that they can view the food on offer and make their selection? Are cutlery trays at a height that is accessible for all, including those using a wheelchair or mobility aid and those with short stature? 2. Is there support available to carry food on a tray, if required? 3. Is the payment system / till accessible to all, including those using a wheelchair or mobility aid and those with short stature, so that they can use their swipe card / biometric / cash? 4. Is there a clear thoroughfare through the area that is easy to navigate for all, including those using a wheelchair or mobility aid and those with short stature? Are tables accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature? Are seats accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature? Are the seats appropriately supportive for all, including those using a wheelchair (who may transfer to a chair) or mobility aid and those of short stature, e.g. chairs with a back rest / arms / footrest / cushion? Where schools have drop down tables with attached stools, is there an alternative seating arrangement available for pupils with physical disabilities, if required? If so, are these pupils able to sit with friends? 5. Are bins, waste bowls and used cutlery trays accessible to all, including those using a wheelchair or mobility aid and those with short stature?

AREA	ASPECT	CONSIDER
Library		
	1. Bookcases **2. Books displayed in kinder boxes** **3. Seating** **4. Desk**	1. Are spaces between bookcases sufficient to enable access by all pupils, including those using a wheelchair or mobility aid and those with short stature? Is support available to enable access to books on higher shelves for wheelchair users or pupils with short stature? 2. Are books displayed in kinder boxes accessible by all pupils, including those using a wheelchair or mobility aid and those with short stature? 3. Is seating accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature? Are the seats appropriately supportive for all, including those using a wheelchair (who may transfer to a chair) or mobility aid and those of short stature, e.g. chairs with a back rest / arms / footrest / cushion? 4. Is the librarian's desk accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature?
Cloakroom / Locker Area		
Bespoke cloakroom / locker areas or cloakroom zone within classroom	**1. Pegs** **2. Equipment and belongings** **3. Lockers**	1. Are coat pegs accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. are there coat pegs available at a variety of heights? Would a pupil with physical disabilities benefit from using a peg at the end of a row so there is more space around them on at least one side? Are there strategies in place to stagger access to allow pupils greater space and reduce congestion? 2. Equipment and belongings inevitably end up displaced and on the floor. Is there a system in place for monitoring and tidying the area? 3. Are lockers accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. are there lockers available at a variety of heights? Would a pupil with physical disabilities benefit from using a locker at the end of a row so there is more space around them on at least one side? Are there strategies in place to stagger access to allow pupils greater space and reduce congestion?

AREA	ASPECT	CONSIDER
Pupil Toilet Block(s)		
All toilet blocks within the school	1. **Cubicles** 2. **Toilet** 3. **Toilet seat** 4. **Flush** 5. **Toilet roll holder** 6. **Grab rails / handrails** 7. **Urinals** 8. **Sink** 9. **Taps** 10. **Hand dryer** 11. **Paper towels** 12. **Waste bin** 13. **Spillages**	1. Is there an extra wide cubicle available in the block for use by pupils who require extra space e.g. pupils who use mobility equipment? 2. Is the toilet of an appropriate height given the age group of the pupils using it? Is there provision of a foot box or safety step for pupils to use to access the toilet, if required? 3. Is there provision of an adapted toilet seat for pupils to access the toilet, if required, e.g. padded seat, seat with smaller hole, seat with pommel, seat with back rest, seat with side grips? 4. Is the flush mechanism easily accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature? Is the flush mechanism easy to use by all? Is the handle / button easy for all to press and hold (if required)? 5. Is the toilet roll holder easily accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature? 6. Are there grab rails on one or both sides of the cubicle walls for pupils to steady themself, if necessary? 7. Are there urinals in the toilet block? Is there a grab rail on one or both sides of the urinal for pupils to steady themself, if necessary? 8. Are sinks accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. height and depth appropriate? 9. Is there at least one sink with easy to use taps, e.g. lever taps, automatic taps? 10. Are hand dryers accessible for all pupils, including those using a wheelchair or mobility aid and those with short 1. stature, e.g. height appropriate, automatic action? 11. Are paper towel dispensers accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature e.g. height appropriate, automatic action? 12. Are waste bins accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature? 13. Is there a system in place for monitoring spillages and promptly actioning a clean-up?

AREA	ASPECT	CONSIDER
Accessible (Disabled) Toilet		
All disabled toilets within the school. The preferred term is 'Accessible Toilet' or 'Accessible Bathroom'. It is assumed that pupils using the accessible toilet would be pupils who have a physical disability.	**1. Toilet** **2. Turning space** **3. Toilet seat** **4. Flush** **5. Toilet roll holder** **6. Grab rails / handrails** **7. Sink** **8. Taps** **9. Hand dryer** **10. Paper towels** **11. Waste bin** **12. Spillages** **13. Emergency cord**	1. Is the toilet pan of an appropriate height for the age group of pupils who will be using it? Note that many accessible toilets have a default adult height and size toilet in place which may not be appropriate for a young child to access. If not, is there provision of a foot box or safety step for ambulant pupils to access the toilet, if required? Would a rise and fall toilet be beneficial as a long-term solution to pupil access? 2. Does the bathroom have sufficient space for a wheelchair user to enter, turn their chair and transfer safely to the toilet? Is there sufficient space for the wheelchair user plus an adult assistant to be in the bathroom if adult support is required to transfer to the toilet? 3. Is there provision of an adapted toilet seat for pupils to access the toilet, if required, e.g. padded seat, seat with smaller hole, seat with pommel, seat with back rest, seat with side grips? 4. Is the flush mechanism easily accessible for all users, including those using a wheelchair or mobility aid and those with short stature? Is the flush mechanism easy to use by all? Is the handle / button easy for all to press and hold (if required)? 5. Is the toilet roll holder at an appropriate height and reach for pupils seated on the toilet? 6. Are there grab rails on both sides of the toilet for pupils to steady themselves and support transfer, if necessary? 7. Are sinks accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. height and depth appropriate? 8. Does the sink have easy to use taps, e.g. lever taps, automatic taps? 9. Is the hand dryer accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. height appropriate, automatic action? 10. Is the paper towel dispenser accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature e.g. height appropriate, automatic action? 11. Is the waste bin accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature? 12. Is there a system in place for monitoring spillages and promptly actioning a clean-up? 13. Is there an emergency pull cord in place in the bathroom? Is it working? Are staff aware of what to do in the event of emergency assistance being required?

AREA	ASPECT	CONSIDER
Hygiene Suite		
A Hygiene Suite is a designated bathroom area that has space and equipment to meet the personal care needs of pupils with complex physical needs	**1. Rise and fall changing bed** **2. Hoist** **3. Safe use of equipment**	1. Does the hygiene suite have a table / bed / plinth with a rise and fall capacity which can be used by adult support staff to meet the personal care needs of pupils with complex needs, if required e.g. changing a continence pad or adjusting clothing prior to moving to the toilet? 2. Does the hygiene suite have a hoist, used to enable pupils with complex needs to be transferred to a changing bed or toilet, if required? Is all rise and fall equipment, such as the rise and fall bed and the hoist, routinely serviced and identified as fit for use? If the school does not have a pupil requiring a high level of personal care needs support and has decided not to have a hygiene suite set up and available, has an area been designated for conversion and a budget been set aside to purchase equipment, as and when necessary? 3. Staff using a hoist and sling with a pupil must be appropriately trained in Moving and Handling. All rise and fall equipment must be regularly checked and serviced, under the Lifting Operations & Lifting Equipment Regulation 1998 known as LOLER.

AREA	ASPECT	CONSIDER
Specific Area: EYFS Provision		
Indoor area	**1. Carpet** **2. Sand / Water** **3. Table-top activities** **4. Floor based construction area** **5. Reading / Book area** **6. Art / craft area** **7. Role play** **8. Mark making**	1. Is there space for all pupils, including those with physical disabilities, to safely sit on the carpet and rise to standing? Are there strategies in place to stagger access to the area to allow pupils greater space to move and reduce congestion? Is optional seating available to all pupils, including those with physical disabilities, e.g. chairs or bench at the side of the carpet area? A wheelchair user may remain in their chair at carpet time; are other pupils able to sit on chairs alongside so they are at the same level as the pupil to facilitate interaction? 2. Is the sand/water tray accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. in a rise and fall tray? 3. Are table-top activities accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. on a rise and fall table? 4. Are construction toys accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. the construction toys be made available in an alternative arrangement such as a table-top activity? 5. Are books accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. in a kinder box, in baskets on a table? Is the seating in the reading area accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. appropriate height, stability, support and accessibility? Is there a system in place to monitor the tidiness of the book area so books are not left on the floor? 6. Is the art / craft area accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. painting offered at a variety of levels (lap tray, table-top, easel), use of rise and fall table? Are the art / craft activities accessible to all pupils, including those with fine motor skill difficulties, e.g. provision of adapted equipment, such as a range of scissors, paint brushes, pens and pencils, provision of resources to stabilize the work, such as dycem, pegs and clips? Is there a system in place to monitor the tidiness of the floor of the art/craft area so scraps are not left on the floor and spillages are clean-up promptly? 7. Is the role play area accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. space and thoroughfare, height of furniture, access to and storage of resources? 8. Are the mark making and writing activities accessible to all pupils, including those with fine motor skill difficulties, e.g. provision of adapted equipment, such as a range of pens, pencils and pencil grips, provision of resources to stabilize the work, such as dycem, pegs and clips?

AREA	ASPECT	CONSIDER
Specific Area: EYFS Provision - *CONTINUED*		
Outdoor area	**1. Climbing area** **2. Wheeled toys** **3. Mud kitchen** **4. Nature Area / Forest School**	1. Access to climbing equipment is pupil specific and should be subject to an individual risk assessment. In the case of pupils with complex physical disabilities, advice should be sought from the pupil's physiotherapist. 2. Is the experience of using wheeled toys accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. provision of scoot along toys, specialist equipment, if required? 3. Is the mud kitchen accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. activities and resources offered at a variety of levels (lap tray, table-top), use of rise and fall table? 4. Is the nature / forest area accessible to all pupils, including those using a wheelchair or mobility aid, e.g. are pathways, natural features, seating, outdoor activities and equipment accessible to all?
Subject Specific Area: ICT		
ICT Suite	**1. Table / bench** **2. Seating** **3. Adapted equipment**	1. Is the ICT equipment accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. on a rise and fall table? 2. Is the seating accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. stable chair (rather than swivel) with appropriate support for the back, arms and feet? 3. Is adapted ICT equipment available for use, if required, e.g. adapted mouse (switch, small size, reduced function buttons, glide pad), adapted keyboard (large key, high visibility, mini-keyboard, keyguard), position (keyboard slope, laptop slope), screen (size, position)?
Subject Specific Area: Art		
Art classrooms	**1. Working surface** **2. Aprons** **3. Sink** **4. Drying area** **5. Storage**	1. Is the working surface accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. rise and fall table or bench? 2. Are aprons accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. are aprons on pegs available at a variety of heights, are aprons of a range of sizes available? 3. Is the sink accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. accessible height and depth, lever / automatic taps, plug within reach? 4. Is the drying area accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. accessible height drying rack for paintings and table-top of pottery and wet objects? 5. Are resources accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. access to paint and brushes, pens and pastels, paper drawers, clay, pots and trays etc. in storage cupboards at a variety of heights?

AREA	ASPECT	CONSIDER
Subject Specific Area: Textiles		
Textiles classrooms	**1. Sewing machine** **2. Ironing and Pressing**	1. Are sewing machines accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. rise and fall table? 2. Are the ironing / pressing facilities accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. height adjustable ironing board or surface, lightweight iron, cordless iron?
Subject Specific Area: Food Technology		
Food Tech classrooms	**1. Hob** **2. Oven** **3. Fridge** **4. Sink** **5. Aprons** **6. Resources**	1. Is the hob accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. height adjustable hob? 2. Is the oven accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. ovens at a range of heights available? 3. Is the fridge accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. space in front of the fridge to manoeuvre equipment, range of shelf heights? 4. Is the sink accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. accessible height and depth, lever / automatic taps, plug within reach? 5. Are aprons accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. are aprons on pegs available at a variety of heights, are aprons available in a range of sizes? 6. Are resources accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. access to pots, pans, cutlery, utensils and trays etc. in storage cupboards at a variety of heights? 7. Is adapted equipment available for pupils to use e.g. adapted knives, whisks, chopping boards etc?
Subject Specific Area: Product Design		
Workshop	**1. Workbench** **2. Specialist machinery** **3. Tools** **4. Seating**	1. Are the workbenches accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. rise and fall benches, cut out section for wheelchair user? 2. Is specialist machinery and equipment accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. table-top versions of machinery, rise and fall equipment? 3. Are tools accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. adapted tools and equipment? 4. Is the seating accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. stable chair with appropriate support for the back, arms and feet?

AREA	ASPECT	CONSIDER
Subject Specific Area: Science		
Labs	1. **Power and gas** 2. **Bench** 3. **Seating** 4. **Sink** 5. **Resources**	1. Are the power sockets and gas taps accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. available on a rise and fall bench? 2. Is the work surface accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. rise and fall option? 3. Is the seating accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. stable chair with appropriate support for the back, arms and feet? 4. Is the sink accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. rise and fall option, lever taps on high science tap? 5. Are resources accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. access to glassware, tools and other equipment etc. in storage cupboards at a variety of heights? Is adapted equipment available for pupils to use e.g. electric stirrer?
Subject Specific Area: PE (Indoor)		
School Hall used for PE	1. **Stacked equipment** 2. **Wall bars and climbing equipment**	1. Is stacked PE equipment, e.g. tables, boxes and benches, stored safely at the edge of the hall? 2. Access to climbing equipment is pupil specific and should be subject to an individual risk assessment. In the case of pupils with complex physical disabilities, advice should be sought from the pupil's physiotherapist.
Sports Hall used for PE	1. **Nets** 2. **Sports equipment**	1. Are nets stored safely at the edge of the hall? 2. Is sports and games equipment accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. lightweight balls and bats, easy grip balls and bats, large sized and low-level baskets and nets etc?
Fitness Suite	1. **Gym equipment**	1. Access to gym equipment is pupil specific and should be subject to an individual risk assessment. In the case of pupils with complex physical disabilities, advice should be sought from the pupil's physiotherapist.
Changing Rooms	1. **Pegs** 2. **Benches**	1. Are clothes pegs accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. are there clothes pegs available at a variety of heights? Would a pupil with physical disabilities benefit from using a peg at the end of a row so there is more space around them at least on one side? Are there strategies in place to stagger access to allow pupils greater space and reduce congestion? 2. Is the seating accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. with appropriate support for the back, arms and feet?

AREA	ASPECT	CONSIDER
Subject Specific Area: PE (Indoor) - *CONTINUED*		
Equipment Store	**1. Independence**	1. Can all pupils, including those using a wheelchair or mobility aid and those with short stature, independently collect equipment from the store? Are resources accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. in storage cupboards at a variety of heights?
Subject Specific Area: Music		
Class Individual	**1. Instruments** **2. Keyboards** **3. Practice rooms**	1. Are there designated areas for pupils to leave instruments away from the main thoroughfare in music rooms? Are instruments accessible for all pupils, including those with fine motor skill difficulties, e.g. adapted or alternative instruments? 2. Are keyboards accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. at a variety of heights? 3. Are practice rooms accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. space to accommodate piano, instrument, appropriate seating and pupil with mobility equipment?
Calm Spaces / Withdrawal Areas		
	1. Safety	1. Are calm spaces safely accessible for all pupils, including those using a wheelchair or mobility aid, e.g. space to accommodate appropriate seating and a pupil with mobility equipment?
Emergency Evacuation		
In addition to the generic arrangements made for evacuating all pupils, staff and visitors from the school in the event of an emergency, additional consideration should be given to those with physical disabilities that place them at increased risk. It is recommended that people with additional needs have a Personal Emergency Evacuation Plan in place that details the specific action/s to be taken in the event of an emergency evacuation from any part of the building, e.g. from classroom, dining hall, toilet etc. and when in different situations e.g. when using a standing frame, using the bathroom etc.		
Strategies for evacuation	**1. Pupil exit** **2. Refuge Points** **3. Evac Chairs / Mats** **4. Drills**	1. Pupils with physical disabilities may be able to evacuate along the same route as peers. They may be slower to evacuate so may benefit from being positioned at the back of a line of pupils, so they are not rushed. They may require the support of an adult to escort them during evacuation. 2. Check the advice given to schools in your area from your local Fire Service about the use of emergency refuges in evacuation. 3. Evacuation chairs or mats may be used to evacuate pupils from upper floors. Staff using the equipment with a pupil must be appropriately trained and equipment must be regularly checked and serviced. 4. Use of equipment to evacuate a pupil should be practiced regularly but during a drill this may prove stressful for pupil and staff. Alternative practice sessions could be scheduled.

AREA	ASPECT	CONSIDER
Outdoor Environment		
Playground / Recreational Space	**1. Overall** **2. Tarmac / Paving** **3. Kerbs** **4. Erosion** **5. Roots and trees** **6. Planting** **7. Seating** **8. Zoning**	1. Are all playground / recreational areas accessible for all users, including those using a wheelchair or mobility aid or those with short stature? 2. Is the level or is there a rise/fall in level? Is the change in gradient slight or steep? Is the area large enough for all users, including those using a wheelchair or mobility aid, to move around easily? Is the tarmac/paving cracked or uneven? 3. Is the kerb of even height or is it raised or dipped in places? Are edging stones broken or uneven? 4. Are there areas where the soil is eroded? Is the area dipped or uneven? Is it likely to become muddy in wet weather? 5. Are roots growing up through paving or tarmac causing it to be raised or uneven? 6. Are plants growing over pathways, causing obstruction or potential for injury? 7. Is the seating accessible to all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. a variety of heights, with appropriate support for the back, arms and feet? 8. Is the area zoned into areas used for different activities e.g. bat and ball games area, football area, quiet area, staff-led play etc?
Climbing / Play Equipment	**1. Safe use of equipment**	1. Access to climbing equipment is pupil specific and should be subject to an individual risk assessment. In the case of pupils with complex physical disabilities, advice should be sought from the pupil's physiotherapist. 2. If, as a result of a risk assessment, it is deemed that it is not safe for a pupil to access the climbing or play equipment, are there alternative accessible or adapted activities available that give a similar play experience or challenge?
Fitness Trail	**1. Individual fitness equipment on a trail**	1. Access to gym equipment on a trim trail or fitness trail is pupil specific and should be subject to an individual risk assessment. In the case of pupils with complex physical disabilities, advice should be sought from the pupil's physiotherapist.
Games Field	**1. Grass** **2. Equipment**	1. Playing fields may be out of bounds to all pupils in wet weather. The ground is, inevitably, uneven with changes in level, bumps and holes. Grass impedes the progress of wheeled mobility equipment such as wheelchairs and walkers. Access to the field in dry weather for pupils with physical disabilities is pupil specific and should be subject to an individual risk assessment. 2. Is sports and games equipment accessible for all pupils, including those using a wheelchair or mobility aid and those with short stature, e.g. lightweight balls and bats, easy grip balls and bats, large sized and low-level baskets and nets etc?

AREA	ASPECT	CONSIDER
Outdoor Environment - *CONTINUED*		
Multi-use Games Area	**1. Astro-turf surface**	1. Astro-turf is accessible for all pupils, including those using wheeled mobility equipment.
Forest School / Nature Area		Is the nature / forest area accessible to all pupils, including those using a wheelchair or mobility aid, e.g. are pathways, natural features, seating, outdoor activities and equipment accessible to all?
Seasonal Factors – Site staff are likely to have a schedule in place for dealing with seasonal hazards	**1. Wind** **2. Rain** **3. Snow and Ice** **4. Sun** **5. Leaf litter**	1. In high winds pupils with balance and coordination difficulties may be at greater risk. Are there any areas of the outdoor environment where buildings and natural objects create a wind tunnel effect? 2. Rain may result in outdoor surfaces becoming slippery. 3. Snow and ice may result in outdoor surfaces becoming slippery. 4. In sunny weather there may be glare from the surface of open playgrounds which may disorientate those with balance and coordination difficulties. 5. In autumn leaf litter may gather under groups of trees. Wet leaf litter may become slippery when wet.