

**Schedule 1: Approach to Building**

**School No:**

**School Name:**

**External area: approach from public transport to school entrance gates**

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?									
	Are there separate entrances for cars and pedestrians?									
	Is the route wide enough, and free of kerbs?									

**Schedule 2: Car Parking**

	<b>School No:</b>		<b>School Name:</b>	
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	<b>External area:</b>	
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Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are accessible car parking bays signposted from the car park entrance?									
	Are these bays wide enough and long enough to allow transfer onto a wheelchair?									
	Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?									

**Schedule 3: External Ramps and Steps**

**School No:**

**School Name:**

**External area: school grounds**

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?									
	If no permanent ramp is provided, can a portable ramp be made available?									
	Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?									

**Schedule 4: Main Entrance, lobby and Reception Areas**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is the main entrance clearly signposted, well lit, and distinguishable from facade?									
	Can people on each side of the door, either seated or standing, see each other?									
	If fitted, are door control systems fitted at heights suitable for all users?									
	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?									

	Does the door pressure allow ease of access for all users?									
	Are thresholds flush and level, and mat wells firmly fixed?									
	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?									
	If fitted , does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?									
	Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?									

	Have front line staff (reception) had access awareness/ equality training?									
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**Schedule 5: Corridors, horizontal movement and activity spaces**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)									
	Do any windows (natural light), or artificial light provide glare or silhouettes?									
	Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?									
	Are suitable signs provided, from both standing and seated positions, where necessary?									

	Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?									
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**Schedule 6 - Doors**

	<b>School No:</b>		<b>School Name:</b>
	<b>Location:</b>		

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is the door/s necessary, can it/they be removed?	n/a	n/a							
	Can fire doors be held open on magnetic devices (corridors)?									
	Are doors well contrasted from their surroundings?									
	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?									
	Can people on each side of the door, either seated or standing, see each other?									
	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?									

	If double doors, does one leaf allow 800mm clear opening width?									
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**Schedule 7 - Vertical movement, internal level change (ramps,steps)**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?									
	Are surfaces slip resistant, with kerbs at the edges?									
	If no permanent ramp is provided, can a portable ramp be made available?									
	Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?									
	Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?									

**Schedule 8 - Vertical movement, stairs**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?									
	Are there suitable continuous handrails to both sides, with tonal contrast from background?									
	Are there suitable landings provided at intermediate levels on stairs?									
	Is suitable visual and tactile information fitted at each floor level?									
	Is there suitable lighting?									

**Schedule 9 - Vertical movement, Passenger Lifts, platform lifts and platform stairlifts**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is a passenger lift provided within the school?									
	Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?									
	Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm)min, and is the lift fitted with suitable support rails on three sides??									
	Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?									

	Are these controls clearly visible in contrasting colours and with raised (tactile) characters/numbers?									
	Does the lift have audible announcements and visual displays?									
	Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.									
	Are controls clearly identifiable and within reach of all users?									
	Does the stairlift platform when not in use automatically revert to folded position?									

**Schedule 10 - WC Provision Generally**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person?									
	Is the lobby large enough to allow easy access, and is the WC door easy to operate?									
	Are the floors slip resistant?									
	Are fittings easily distinguished from their background?									
	Are compartment doors controls easily gripped and operated?									
	Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?									

**Schedule 11 - Accessible WC Provision**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?									
	Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?									
	Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?									
	Are floor finishes slip resistant?									
	Are management procedures in position to maintain viability of facility?									
	Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?									



**Schedule 12 - Changing/Shower Facilities**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are there changing facilities?									
	Is a shower compartment provided which is suitable for use by people with disabilities?									
	Is the height of the shower head variable?									
	Have a tip-up seat and suitable handrails been provided?									
	Is there a dressing cubicle and does it comply with required size and layout?									
	Are lockers easily reached and operated?									
	Are all fittings readily distinguishable from their background?									
	Does the floor have a slip resistant finish?									

**Schedule 13 - Bathrooms**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is there a bathroom?									
	Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?									
	Are all fittings easily reached and operated?									
	Are all fittings readily distinguishable from their background?									
	Does the floor have a slip resistant finish?									
	Is a hoist provided?									

**Schedule14: Fixtures and Fittings**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are there reception counters, services desks or serveries?									
	Is provision made for wheelchair users (both sides) and are induction loops fitted?									
	Is glare or silhouetting avoided at these counters (design and positioning)?									
	Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?									
	Do tables allow for wheelchair access?									
	If provided, are telephones fixed at a height that allows easy access by wheelchair users?									
	Are telephones equipped with induction couplers for hearing aid users?									

	Is a text phone available?									
	Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on?									
	If the school is fitted with fluorescent lighting only is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)?									
	Is the environment free of unnecessary noise e.g. heating units?									
	Are induction loops fitted wherever information is given or meetings are being held?									
	Are tea, coffee facilities and vending machines accessible and usable by all?									

**Schedule15: Kitchens**

	<b>School No:</b>		<b>School Name:</b>	
	<b>Location:</b>			

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	If provided, does the kitchen have fittings suitable for use by disabled people?									
	Is the kitchen of adequate size and layout for disabled people ?									
	Are all fittings readily distinguishable from the background?									
	Is lighting adequate?									
	Does the floor have a slip resistant finish?									

**Schedule17: Means of Escape**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations		Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is there an audible alarm system?									
	Is the audible fire alarm supplemented by a flashing light system?									
	Are ground floor exit routes as accessible as the main entrance routes?									
	Are Means of Escape strategies in position to ensure disabled people are evacuated safely?									
	If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of the right size?									
	Are there Personal Emergency Egress Plans in place members of staff who may require assistance?									

**Schedule18: Building Management**

	<b>School No:</b>		<b>School Name:</b>							
	<b>Location:</b>									

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?									
	Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?									
	Is door ironmongery regularly maintained?									
	Are lifts, platforms and stairlifts regularly serviced ?									
	Are accessible WC's kept clear and not used for storage?									
	Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?									
	Do you consider tonal and colour contrast before a redecoration scheme?									

	Do new signs integrate effectively with current signage?									
	Are windows, blinds and lamps checked to ensure they are kept clean and in working order?									
	Are induction loops and infra red systems clearly signed and checked regularly?									
	Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?									
	Is there a fire escape strategy for visitors who may require assistance?									
	Is there a personal egress plan prepared for any member of staff who may require assistance?									
	When temporary facilities/displays are installed are disabled pupils/ visitors considered?									



**Schedule 19: Curriculum**

**School No:**

**School Name:**

**source: DfES/o462/2002:Identifying Barriers to Access, Section 3- How does your school deliver the curriculum?**

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?					N/A	N/A			
	Are your classrooms optimally organised for disabled pupils?					N/A	N/A			
	Do lessons provide opportunities for all pupils to achieve?					N/A	N/A			
	Are lessons responsive to pupil diversity?					N/A	N/A			
	Do lessons involve work to be done by individuals, pairs, groups and the whole class?					N/A	N/A			
	Are all pupils encouraged to take part in music, drama and physical activities?					N/A	N/A			
	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?					N/A	N/A			

	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?					N/A	N/A			
	Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?					N/A	N/A			
	Do you provide access to computer technology appropriate for students with disabilities?					N/A	N/A			
	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?					N/A	N/A			
	Are there high expectations of all pupils?					N/A	N/A			
	Do staff seek to remove all barriers to learning and participation?					N/A	N/A			

**Schedule 20: Materials in other Formats**

**School No:**

**School Name:**

**source: DfES/o462/2002:Identifying Barriers to Access, Section 3- How does your school deliver materials in other formats?**

Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?									
	Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?									
	Do you have the facilities such as ICT to produce written information in different formats?									
	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?									

**Schedule 21: Action Plan (Building and Facilities)**

<b>School No:</b>				<b>School Name:</b>			
<b>Ref</b>	<b>Question</b>	<b>Recommendations</b>	<b>Time scales</b>	<b>Priority</b>	<b>Cost</b>	<b>Responsibility</b>	
						<b>LEA</b>	<b>School</b>
1	Approach to School						
2	Car Parking						
3	External Ramp and Steps						
4	Entrance / Reception						
5	Corridors						
6	Doors						
7	Vertical Movement6						
8	Stairs						
9	Lifts						
10	WCs General						
11	Accessible WCs						

12	Changing and Shower facilities						
13	Bathrooms						
14	Fixtures and Fittings						
15	Kitchens						
16	Signs and Information						
17	Means of Escape						
18	Building Management						

**Schedule 22: Action Plan B - Curriculum**

<b>School No:</b>				<b>School Name:</b>			
<b>Ref</b>	<b>item</b>	<b>Recommendations</b>	<b>Time scales</b>	<b>Priority</b>	<b>Cost</b>	<b>Responsibility</b>	
						<b>LEA</b>	<b>School</b>
	Curriculum						

**Schedule 23: Action Plan C - Alternative formats**

<b>School No:</b>				<b>School Name:</b>			
<b>Ref</b>	<b>item</b>	<b>Recommendations</b>	<b>Time scales</b>	<b>Priority</b>	<b>Cost</b>	<b>Responsibility</b>	
						<b>LEA</b>	<b>School</b>
	Alternative formats						