



Accessibility Audit: a checklist for governors

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors who have disabilities, both inside its buildings and on its grounds.

How to use this audit

This audit is designed to be used by governors and will be carried out every **year** in the Summer Term. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**. Each question includes an area for governors to write the school's response, any further comments needed, and what evidence there is for the school's response.

The first page – **recommendations** – provides space for governors to write any recommendations that should be carried over to the school's **accessibility access plan**. Additional pages may be printed if the governor's recommendations do not fit on one page or various areas of the school (e.g. early years programmes attached to a primary school) are being audited separately.

An audit for all types of disability

While conducting this audit, governors should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Name of school	Date of audit

Audit completed by	Role	Signature

The accessibility action plan

This section asks questions about the school’s accessibility action plan and any changes implemented since its last audit. Where you have indicated ‘no’ to a suggested action/measure, you may wish to explain your reasoning in the comments section.

Question	Comments	Evidenced by
What changes to accessibility has the school made since creating its most recent accessibility plan?		
If any changes outlined in the accessibility plan have been denied or rejected, why is this?		
How does the school keep to the recommended timeframes outlined in its accessibility plan?		
If any timeframes outlined in the accessibility plan have been changed or extended, why is this?		

Access to the curriculum

Question	Comments	Evidenced by
How do staff adapt lesson plans so that all pupils can participate and reach their full potential?		
How does the school ensure that all pupils have access to extracurricular activities?		
How does the school make sure all pupils with SEND are able to participate in school trips and activities?		
Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils?		
How does the school enable all pupils to have access to the full curriculum without hinderance?		
What has the school put in place so that all pupils feel secure, make progress and reach their full potential?		
How does the school make sure pupils with SEND can participate in physical activities in the curriculum?		

Access to the curriculum (continued)

Question	Comments	Evidenced by
How does the school make use of its teaching assistants when supporting pupils with SEND?		
How does the school include all pupils in group work and class work?		
How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?		
How does the school involve and support pupils with SEND when participating in discussions and giving presentations?		
How does the school ensure that pupils with SEND have access to online learning materials and IT lessons?		
How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons?		

Access to the curriculum (continued)

Question	Comments	Evidenced by
What learning resources does the school provide for pupils with sensory impairments?		
How does the school support pupils with disabilities that affect numeracy, literacy and speech?		
How are staff trained to meet the needs of all pupils?		
How does the school ensure it communicates effectively with pupils and parents with sensory impairments?		
How does the school seek feedback about accessibility from pupils, parents and staff?		

Access to the physical environment

Question	Comments	Evidenced by
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care, e.g. assistance with incontinence and the changing of clothing?		
How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?		
How does the school make sure pupils with hearing impairments are notified when the school bell rings?		
How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?		
How has the school made sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?		
What measures are in place to ensure that pupils with language impairments or EAL understand signage on the premises?		

Car park and school grounds

Question	Comments	Evidenced by
How does the school ensure car parks and access and egress routes are clearly identified?		
What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?		
How has the school made sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre?		
How does the school keep access routes from being misused?		
How does the school make sure access routes are free from obstructions?		
How does the school make sure that access routes are adequately lit?		
How does the school keep access routes free from snow, ice, fallen leaves and litter?		

External ramps and steps

Question	Comments	Evidenced by
Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?		
If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?		
Do the ramps have handrails on one side, both sides, or none?		
If the school does not have handrails on its ramps, why is this?		
How does the school keep the surfaces of its ramps slip-resistant?		
How does the school keep the ramps adequately lit?		
How does the school ensure the ramps are clearly identifiable?		
How does the school keep the ramps safe for use and in good working condition?		

Entrances

Question	Comments	Evidenced by
How has the school made building entrances clearly distinguishable from the façade?		
If any doors are made of glass, how has the school made them identifiable?		
How has the school made sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?		
How has the school ensured that doors can be used at both seating and standing height?		
How has the school made sure that all door handles can be grasped and operated easily?		
How has the school made power-operated doors identifiable?		
How has the school made sure that entryway surfaces are slip-resistant, even when wet?		

Corridors and aisles

Question	Comments	Evidenced by
How has the school made sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?		
How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?		
How does the school use its lighting to help those with visual impairments or visual sensitivities?		
How has the school used visual clues to help pupils, staff and visitors orientate themselves in passageways?		
How has the school used tactile signs and information to help those with visual impairments find their way?		
Has the school considered the travel distances of those with ambulatory disabilities?		
Has the school used induction loops and couplers in its corridors, assembly halls and telephones?		
How are these systems maintained?		

Reception

Question	Comments	Evidenced by
How has the school made sure that signs in reception are suitable for everyone, and that signs are viewable from both seating and standing positions?		
How has the school made sure its reception areas are adequately lit for those with visual impairments?		
How does the school keep its reception areas free from obstacles and hazards?		
How has the school ensured that reception fixtures can be used at both seating and standing height?		
Do all reception areas have an induction loop?		
If any of the school's reception areas are not fitted with an induction loop, why is this?		
How has the school ensured telephones and other fittings are suitable for all users?		
If the school has any aids to help people navigate the building, how have these been adapted for use by those with disabilities?		

Doors

Question	Comments	Evidenced by
How has the school ensured its doors are clearly distinguishable?		
If any of these doors are glass, how has the school made sure they are visible when shut?		
How has the school made sure that people at seated height can be seen through glass panes in doors?		
How has the school made sure that its doors are wide enough for wheelchair users to manoeuvre?		
How has the school made door handles accessible to, and easily operated by, seated and standing users?		
How has the school made door handles clearly identifiable?		
Has the school fitted any power assisted doors?		
If the school has not fitted any power assisted doors, why is this?		
If the school has fitted power assisted doors, how are these maintained?		

Lavatories

Question	Comments	Evidenced by
How has the school ensured lavatory provisions are available to pupils, staff and visitors with disabilities?		
How has the school made lavatory and disabled lavatory facilities clearly identifiable?		
How has the school made lavatory fittings and handrails distinguishable from their backgrounds?		
How has the school ensured lavatory handles and locks can be easily gripped and operated by everyone?		
How has the school made sure lavatories and disabled lavatories are appropriately lit?		
Has the school made sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor?		
How does the school maintain the emergency call system?		
If the school has not fitted an emergency call system, why is this?		

Lavatories (continued)

Question	Comments	Evidenced by
How does the school ensure staff are trained to respond to the emergency call system? How is this training maintained and monitored?		
How has the school ensured wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?		
How has the school made sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?		
How has the school made sure taps can be operated by those with limited dexterity, grip and/or strength?		
How has the school made sure lavatory signage is suitable for those with visual impairments?		
Has does the school ensure that disabled lavatories are not being misused?		
How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?		

Fixtures and fittings

Question	Comments	Evidenced by
How does the school ensure that all desks and counters are accessible to those at both standing and seated height?		
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there are spaces for wheelchair users?		
How has the school made sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?		
How has the school ensured that fixtures are clearly distinguishable from their backgrounds?		
How has the school made sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?		
How do staff ensure those with visual impairments have access to information on display boards?		
How has the school made sure bookshelves are accessible to everyone?		

Fixtures and fittings (continued)

Question	Comments	Evidenced by
How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?		
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?		
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre?		
How has the school ensured dining halls, food counters and kitchens are clearly identifiable?		
How has the school ensured classrooms are clearly identifiable?		
How has the school ensured staff rooms, offices and staff-only areas are clearly identifiable?		
If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them?		

Means of escape

Question	Comments	Evidenced by
How has the school ensured its fire alarm system is visual as well as audible, including inside lavatories?		
How has the school made sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?		
What arrangements has the school made for those with disabilities when evacuating from upper floors?		
Has the school ensured emergency exit signs are suitable for everyone, including those with comprehension disabilities or EAL?		
How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?		
How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?		
How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?		

What does the school have in place to check warning devices and detectors regularly?		
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Access to information

Question	Comments	Evidenced by
How has the school ensured its buildings are equipped with hearing assistance?		
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?		
Has the school arranged for audio versions of information? If not, why is this?		
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?		
How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?		
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?		

How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?		
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