Accessibility Plan

3 Year 2025-2028

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Review Date & Summary Changes

Change and page number	Reason for change
December 2025	Introduction of policy

Signed by:

Job Title	Name	Date
SENDCo	Carla Avison	
Executive Principal	James Kerfoot	
Chair of IEC	Brendan Conboy	

Contents

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

> Increase the extent to which pupils with disabilities can participate in the curriculum

> Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

> Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision is to build a kind, supportive school community where everyone believes all children can succeed with the right support and guidance. Our focus is on developing confident, compassionate, and creative individuals, ready to make an impact in the world. Alsop High School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with pupils who have a disability, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Omega Multi-Academy Trust ("the trust") is committed to promoting equality of opportunity for all stakeholders. The trust aims to create a learning and working environment in which all individuals are able to make best use of their skills. We are committed to ensuring that the environment and opportunities for accessibility are inclusive and support the needs of individuals, as well as the wider community.

Omega Multi Academy Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

SECTION A: PHYSICAL ENVIRONMENT						
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure equal physical access for all students and staff.	The environment is adapted to meet the needs of the pupils/staff as required.	Review of current students/staff needs. New intake each year may have different needs A longer-term view of adaptations we could do to pre-empt students/staff future needs.	Check current pupils/staff who require any adjustments to the school buildings. This will be reviewed every year in September for new students/staff and for any changes to existing students/staff The tool kit above to be used to make alterations to make school more accessible to all. .	R Cresswell E Lee R Cresswell E Lee R Cresswell A Day	March 2026 September 2026 November 2028	Are PEEP's in place? All Students / staff have access to all of the site? Any alterations need to be implemented immediately. Students or Staff re-timetabled Has any of the actions taken place.

SECTION A: PHYSICAL ENVIRONMENT

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Provide safe and inclusive movement across the whole site for all visitors.	The school environment has been modified to ensure physical access to each external exit – this includes: Disabled parking. Maintain clear, unobstructed pathways. Ramps up to entrances. Tactile floor where a ramp is present. Good lighting. Lifts available. Disabled toilets available. Visual markings on posts and doors.	Sign post to disabled parking spaces. Install signs to direct people round school. Clearer intercom system to enter school main reception. A disabled toilet to be available on every floor in each building. Automatic doors to be installed at main entrance.	Signs to be obtained and installed. Signs to be obtained and installed IT to install visual camera to office staff can see who is attending and assist if needed. Renovation of one disabled toilet per floor per building. Quotes to be obtained for new entrance doors with a view to install if funds available	R Cresswell R Cresswell IT P Haselden R Cresswell R Cresswell	June 2026 June 2026 June 2026 September 2027 September 2028	Signs present Signs present All visitors have easy access to school Easy access for disabled toilets. All visitors are able to access the school unaided.
Improve emergency evacuation for all	Emergency and evacuation procedures are accessible to all. Currently, alarms are auditory, and the assembly point is on the rear yard. A Personal Emergency Evacuation Plan (PEEP) is in place for anyone with a disability. PEEPS and GEEPS in place. Refuge point.	Inclusive evacuation for all persons.eg More refuge points Evacuation chairs.	Look into purchasing evac chairs and training staff to use them.	R Cresswell	September 2027	Safe evacuation for all.

SECTION A: PHYSICAL ENVIRONMENT

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Classroom accessibility	Most classrooms in school are available to all users. Lifts to each floor of two or more storey buildings There are spaces provided for small group and individual work Furniture and equipment throughout school is selected based on the size and needs of pupils When necessary, school invests in personalised specialist furniture such as seating	Make all classrooms available to all users	Look into feasibility for a lift in the rectory building	R Cresswell	September 2027	All staff/ students to be able to attend lessons in every classroom in school.

SECTION B: LEARNING AND CURRICULUM ACCESS

	CURRENT GOOD PRACTICE	OBJECTIVES	ACTION	RESPONSIBLE	DATE TO COMPLETE BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	All pupils are encouraged and supported to access the full curriculum Curriculum pathways provide flexibility where necessary Lessons are planned with differentiated tasks, scaffolds and supports to meet a wide range of needs. Teachers use formative assessment to identify barriers and adjust teaching promptly Learning resources are adapted or available in multiple formats (e.g., enlarged print, visual supports, simplified text, tactile resources). Seating plans, classroom layouts, and environmental controls are adjusted to support sensory and physical needs. Teaching assistants work in partnership with teachers to support independence rather than dependency Pupils with disabilities have access to appropriate devices (e.g., laptops, tablets, speech-to-text software, communication aids). The curriculum is reviewed to make sure it meets the needs of all pupils Exam access arrangements are in place so that staff members are aware of any pupils who are at a substantial disadvantage due to their SEND and will take the	Regular review of curriculum to ensure accessibility for all Provide regular staff training on the use of assistive tools to ensure they are embedded into learning Develop staff confidence in producing accessible materials using templates and tools.	Ensure curriculum accessibility, including checks against SEND & inclusion criteria, are including in review cycle Gather pupil feedback (pupil voice or survey) & implement adjustments Schedule training sessions focused on core assistive tools (e.g. text to speech, screen readers, Immersive Reader) Deliver CPD on scaffolding, flexible grouping and task adaptation linked to use of learning plans Provide targeted CPD on adaptive teaching strategies Provide CPD for TAs in line with recommendations from EEF	ARO/AHA ARO/AHA CAA CAA/AHA	January 2026 March 2026 Spring 2026 5/1/26	

	appropriate steps to ensure the pupil is effectively supported. The school ensures that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities Clear referral pathways for SEND assessment, including timely involvement of specialist services (e.g., educational psychologists, specialist teachers). Regular review of individual plans (EHCPs, IEPs, support plans) with the pupil and parents. A culture of inclusion is promoted through staff briefings, CPD, and resource sharing Additional transition visits for pupils with physical, sensory, or SEMH needs					

SECTION C: INFORMATION AND COMMUNICATION ACCESS

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our SEN provision is overseen by a designated SENDCo, who ensures that staff are appropriately trained to support pupils with specific needs Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations Staff use inclusive communication strategies such as clear speech, chunking instructions, using modelling and visuals School communications are available via multiple channels: email, text message, printed letters, and the school website. Translated materials are provided where needed, supported by interpreter access I-Pads are provided for students with EAL additional needs.	Develop Key information (lesson instructions, homework tasks, class routines) so that it is provided in multiple formats such as visual timetables, symbols, simplified text, Develop Visual supports so that they are used widely: cue cards, step-by-step checklists, graphic organisers, and colour-coded materials Increase the availability of accessible digital formats (audio versions, subtitle-enabled videos, downloadable text-to-speech friendly files Offer additional staff training in Makaton, PECS, or AAC technology	Create a consistent whole-school format for presenting key information (ppt slides, visual timetable, symbols, simplified text) Produce a standard set of visual support templates and make them available on the shared drive for staff to use. Create guidelines for producing accessible digital content and ensure all new materials meet these standard Organise targeted training sessions led by accredited trainers..Provide follow-up coaching or drop-in support sessions so staff can practise using communication systems in real classroom context	AHA/CAA CAA C. DUFFY CAA	January 2026 Summer 2026 July 2026 Summer 2026	

SECTION C: INFORMATION AND COMMUNICATION ACCESS

Ensure staff are aware of relevant information regarding pupil needs	The SEND register is accessible to all relevant staff via Bromcom (MIS) and is regularly updated Pupil needs are clearly signposted on registers and seating plan so that reasonable adjustments can be made There is a Medical Register, detailing medical needs of all pupils and those whose needs are most acute are clearly identified, with photographs and medical information	All staff understand each pupil's accessibility and support needs and apply this knowledge to improve learning, communication, and overall participation	Embed use of Learning Plans in planning and teaching through CPD, monitoring learning walks that focus on adaptive practice Line management meeting agenda's promote regular dialogue, review and implementation of strategies focused on removing barriers to individuals learning	AHA/CAA ARO	March 2026 February 2026	

SECTION D: STAFF TRAINING AND AWARENESS

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To ensure all staff have the knowledge, skills, and confidence to meet the needs of pupils with disabilities	Delivery and implementation of The Work Based CPD programme for Autism Education Trust Staff receive regular CPD on key areas such as autism, ADHD, speech and language needs, dyslexia, mental health, and physical or sensory impairments Induction includes an overview of the school's SEND systems, expectations for inclusive teaching, and how to access support from the SENCo Staff have access to up-to-date pupil profiles, EHCPs, and communication passports to support understanding of individual needs.	.Audit classrooms to identify areas where further support or resources are needed	Delivery of 5 modules from AET Work Based Learning during 25/26 (5 x 1 hour CPD sessions) Build a digital bank of specialist guidance, videos, and strategy sheets accessible to all staff	CHA / AHA CHA / CAA	July 2026 July 2027	

SECTION C: INFORMATION AND COMMUNICATION ACCESS

To embed consistent, high-quality inclusive practice across the school by providing ongoing training, guidance, and access to specialist expertise	The SENCo provides regular briefings and guidance, ensuring staff are informed of changes to pupil needs or recommended approaches A whole-school inclusion checklist/expectations for classroom practice	CPD focuses on inclusive practices, focusing on a graduated approach and principles informed by the Omega SEND Charter	Implement a programme of inclusion-focused CPD (AET Work Based Learning Programme) Review practices against the Omega SEND Charter & support the SEND Network	CHA CAA	July 2026 March 2026	
To ensure staff can recognise barriers to learning and communication and take proactive steps to reduce or remove them	Training provided and practical guidance on identifying common barriers using real examples from the school & reference to individual learning plans		Introduce a "barriers and strategies" checklist for planning and lesson delivery, ensuring staff regularly anticipate potential challenges and select proactive adjustments to remove or reduce them.	CAA / AHA	February 2026	

4. Monitoring arrangements

This document will have full review every 3 years but will be checked annually and if needed reviewed and updated more frequently if necessary. It will be reviewed by the SENDCO, Executive Principal and the Interim Executive Committee.

Where needed support can be provided by the central team at Omega Multi Academy Trust in particular to support the review of the environment.

It will be approved by Interim Executive Committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

> Risk assessment policy

> Health and safety policy

> Equality information and objectives (public sector equality duty) statement for publication

> Special educational needs (SENS) information report

> SEND policy

> Supporting pupils with medical conditions policy

Appendix A – Accessibility Toolkit

6. Accessibility Toolkit – Appendix A

This toolkit has been developed to suggest areas of reflection and thought. If used, it can be helpful to complete the sections above. It is based on inclusive design principles.

7. Inclusive Design Principles

- **Inclusive – so every child and staff member can access the school environment easily and with dignity.**
- **Responsive – to individual need and what might reasonably be predicted, integrated or offered.**
- **Flexible – so children and staff can work and use facilities and support in different ways that meet their needs.**
- **Realistic – offering more than one solution to help balance everyone's needs and recognising that one solution may not work for all.**
- **Sustainable – having a school-wide accessibility plan (a statutory requirement under the Equality Act 2010) that sets out what the school is doing to promote accessibility and enables ongoing reflection and improvement on physical and digital accessibility.**

8. What is accessibility?

Accessibility is having the ability to approach, reach, enter, understand, communicate with, or use a service, benefit or the environment (whether the physical or virtual environment) on an equal basis to others.

If this is not possible, adjustments should be made to make something as accessible as possible.

Accessibility questions to consider:

- **Physical access** – how do pupils access and use your buildings, playgrounds, activities, classrooms, lifts and stairs and the physical environment around the school?
- **Digital inclusion** – can pupils learn, play and access information digitally, and in different locations with their class peers in a dignified way?
- **Accessible information** – does the school offer information, reading options and coursework in accessible formats, both digitally and physically?
- **Policy and decision-making processes** – do school and education policies and processes ensure all pupils have the same access to education and opportunities such as extra curriculum activities?

9. How to best use the toolkit

When reviewing each of the 9 sections you should consider

Access rating – (1= very bad to 5 = very good)

Priority rating – (1= non-priority to 3 = high priority)

Please note that not every section may be relevant to the setting.

There is also no expectation that the SENDCO is the most appropriate person to complete this, for example, areas around the site may be best reviewed by a member of the site team.
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10. Section 1 Approach and Car Park

A1-A19	Description	Access rating	Urgency rating	Notes
	Parking			
A1	Is the building within convenient distance of a public highway to enable people to use public transport?	5	1	There is no specific distance for this; the question is to enable thinking and have any relevant information put on the school's website under location.
A2	Is there car parking for disabled people or people with reduced mobility?	5	1	Accessible parking should be within a 50-metre distance of entrance.
A3	Is there an appropriate number of accessible parking spaces?	4	1	General guidance is 5-6% of total parking. Check rear carpark. Check numbers of spaces
A4	Are accessible parking bays marked out and easily identified?	5	1	As a minimum there should be side chevrons, but ideally chevrons on three sides as you enter the parking space so people removing wheelchairs or walkers from the boot can do so safely.
A5	Are there directions and/or signs to easily locate the accessible parking?	3	1	Signs and markings so that someone looking for accessible parking can easily find it.
	Routes and pathways			
A6	Is the route from the car park to the building clearly marked/found?	4	2	This is normally wayfinding signage at the car park or on buildings directing people.
A7	Is the route free of kerbs and does it have sloped access at appropriate points?	4	1	
A8	Is there an option for a quiet route for pupils that might struggle in busy and noisy environments?	4	1	This is useful for pupils with autism and/or mental health issues that are perhaps having a low mood day.
A9	Is there tactile paving built into sloped paths and other crossing points?	2	2	Tactile paving is usually paving slabs with a dimpled surface leading to a ramped curb or crossing and is mainly used by people who are blind or have sight loss.
A10	Is the general path's surface smooth and slip resistant, and is the route to the building kept free of snow, ice and fallen leaves?	4	1	People who use sticks, walkers or a wheelchair can have difficulty on slippery surfaces.
A11	Is the route wide enough to allow wheelchair users and others to pass each other?	4	1	1.1m – 1.5m width of path
A12	Is the route free of such hazards as bollards and litter bins, and if these are in position, are they easily visible to someone with a visual impairment?	5	1	Try to ensure good colour contrast or lighting built in or around obstacles.
A13	Are routes adequately lit?	4	1	These could be lighting on the side of buildings, or bollard lighting on the side of the paths.

A14	Is wayfinding signage easy to see and navigate?	4	2	Good wayfinding signs are located to be easily seen, have good contrast between background and font/images, and have text in sentence case, not all capitals. Known or easy to interpret images and arrows work well e.g. a toilet or knife and fork symbol and an arrow.
A15	Is the route level or gently sloping?	4	1	Gradient should ideally be no steeper than 1:20.
A16	Are there steps as part of the route to the premises? If so, is there an alternative level access to the building that is not too long distance?	4	1	Ideally keep to 50 metres from the accessible car parking to the entrance.
A17	If steps are part of the route to the building, do they have contrasting nosing on the steps and a handrail?	NA	NA	There should be a light or dark colour contrast on the front part of the step so that people with visual impairments can see it.
A18	Are there contrasting surfaces at the top and bottom of steps?	2	2	This is so people with visual impairments or blind can approach steps with a cane and feel the approach to the first step and know that they have reached the bottom or top of the step.
A19	Do steps have lighting available?	NA	NA	Lighting to show up steps at night.

11. Section 2 Entrance and doors

B1-B16	Description	Access rating	Priority rating	Notes
B1	Do disabled staff/visitors need to let someone within your school know they are there to gain entrance? (This might be because of security to the building, limited access to the venue or specific opening times)	2	2	What is the mechanism for this and is it accessible? For example, a disabled staff member needing to enter a building that is locked or having an intercom device available, so people can communicate with a staff member from the entrance. Consider the accessibility for a range of impairments such as deaf and blind people, people using wheelchairs and people with a neurodiverse impairment. Entry and communication devices could be door bells, ID swipe, an intercom system, buzzers or a video camera system.
B2	Is the main entrance door of sufficiently light weight to be opened by any user (whether a wheelchair user, someone with limited strength or someone using a walking aid)?	2	2	This could be manual doors, power doors via sensor or push pad, or a security swipe entrance. Manual doors should have a resistance of around 30N.
B3	If the push pad or security swipe entrance is fitted, is it clearly marked and easy to access for all people?	2	3	Think about the location: does it hinder or support the person's access in/out of the building? Does the colour contrast of the pad/swipe to the background surface and lighting make it easy to see?
B4	If the door is glass, is it visible when shut?	3	2	Glass doors and surrounding panels should have coloured markings to distinguish them as a surface, so people don't walk into them.

B5	Does the entrance door clearance when opening permit passage of a wheelchair user?	3	2	External door requirements: new build 1000mm, existing/older build 775mm. If they are manual wide double doors, consider not having both open as this can hinder the entrance of wheelchair users and people pushing buggies.
B6	Does it have a level or flush threshold, and a recessed matwell?	4	1	Check that the nap of the matwell is in line with the entrance direction, not angled as this can cause wheels on pushchairs and wheelchairs to veer off to one side and possibly into the path of others.
	Internal doors			
B8	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/Walker?	3	2	This is to enable a wheelchair user or someone using a walking aid to easily open the door without banging their wheelchair or walker.
B9	Are door handles of a type easily used by all people?	5	1	Lever handles are better than round handles and should be at a height that is easy to access.
B10	Are door handrails at a height for standing/sitting use, and are door handles clearly distinguished?	5	1	This can be the colour of the handles or a backing plate that gives good contrast.
B11	Can it be easily grasped and operated?	5	1	
B12	If the door has an open/close mechanism does it have:			
	(a) delayed action?			
	(b) slow-action?	5	1	
	(c) low resistance weight?			
B13	If the door is power-operated does it have visual and tactile information explaining this?	NA	NA	
B14	If there is a lobby between two sets of doors, do the inner and outer doors meet the same criteria?	3	2	Are both doors manual or electric operated? Are they on sensors? If push pads are used, is it clear which pad is for which door? If manual, are they both the same resistance weight?
B15	Does the clear opening width of doors permit wheelchair access?	3	1	Internal door requirements: new build 800-825mm, existing 750-775mm
B16	Are door mechanism functions checked regularly?	4	1	Door mechanisms can become stiffer over time, especially if not often used – they should be checked routinely.

12. Section 3 – Horizontal Movement Fixtures and Fittings

C1-C33	Description	Access rating	Priority rating	Notes
C1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	3	1	1.5 meters is the recommended minimum width, although some historic and older buildings may be narrower than this.
C2	Is each corridor free from obstruction to wheelchair users and from hazards to people with impaired vision?	4	1	This could be furniture or apparatus such as fire extinguishers sticking out but not obvious, due to colour contrast or other objects obscuring them. This could also be 'dog legs' in the corridor or where rooms go out onto corridors that pose a risk of people walking into others; viewing mirrors on the ceiling can help with this.
C3	Are there good colour contrasts between walls, doors and flooring to enable people with a visual impairment to navigate and detect hazards?	3	1	There should be at least a 30-point LRV difference in colour. (LRV value is on all colour cards found in paint shops – 1 is white, 100 is black)
C4	Are corridors noisy and echoey when walking or talking?	3	1	This can have a negative impact on some people that are hard of hearing, some people with Nero-diversity and people with visual impairments and can be partially avoided by having some furniture that sound bounces off, or soft art on the walls/ceilings that absorbs noise.
C5	Do lobbies allow all users to clear one door before approaching the next with minimal manoeuvre?	4	1	Lobbies can be any area where there is an entrance door and exit door to the destination area, usually quite small. Example: some toilets have a small lobby between the corridor and toilet or corridor to a lift.
C6	Is turning space in lobbies adequate?	4	1	Normally marked as a 1.5 metre area, but some powered chairs might need a larger area.
C7	Are doors within corridors and entering rooms accessible? (See section 2 – doors)	3	1	Reminder that section 2 may be needed along with this section.
C8	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	3	1	This could be the way the sun casts shadows in a corridor or room that makes it difficult for people with a visual impairment to see the route or layout of a room clearly. This could also be objects put on windows that cast shadows.
C9	Are there visual clues for people to navigate?	3	1	These are usually floor numbers, names of rooms, specific colours or directional markings that helps people understand where they are and indicate where people need to go to reach a specific area.
C10	Do floor surfaces:			
	(a) allow ease of movement for wheelchair users?	4	1	Consider things like different flooring e.g. lots of changes from carpet to hard floor to rubber and if there are raised lips between. How thick the pile is in the carpet? This can make wheeling difficult.
	(b) avoid light reflection and sound reverberation?	2	1	Lots of different flooring e.g. shiny floors with glare to matt flooring and back can make navigation difficult for some people. Empty corridors with hard surfaces can make sound reverberate and make it difficult to understand conversations or announcements. Well-positioned furniture or soft art on the walls can make a lot of difference.
C11	Are direction and/or information signs visible from both sitting and standing eye levels? Are they in sentence case, and large enough type to be read by those with impaired vision?	3	2	As with external signage (section 1, A14) consideration should be given to location, contrast, fonts and imagery used.

C12	Is lighting designed to meet a wide range of needs?	4	1	The type of lighting can make a difference for people with visual impairments and some people with neurodiverse conditions; the general rule is corridors and general areas should be around 300 lux and reception/where ICT is being used around 500 lux.
C13	Are rooms maintained to reduce hazards for people with visual disabilities?	3	2	
C14	Are there quiet spaces for people to go when needed?	3	1	Some people may have low moods or sensory overload; having a quiet area will help them manage this.
C15	Can you adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas?	3	1	Bright lighting can have a negative impact on some people that struggle with sensory overload or have some forms of visual impairment, being able to dim the lights within an area/room can help people self-manage
C16	Are seating arrangements/spaces suitable for use by people with visual impairments?	2	2	Consider the layout of the room, and the colour contrast of chairs/tables to background colours. Good contrast can help people navigate and be independent.
C17	Are seating arrangements/spaces suitable for wheelchair users/people with limited balance?	2	2	Consider how wheelchair users access seating areas and tables: can they be part of their group/class or do they have to sit separately from their classmates? Do chairs have solid or locking wheels to stop them from moving if a person is transferring, and do some chairs have arm rests to help people stand? A mixed environment is best. Can wheelchair users access and get their legs under tables?
C18	Are furniture, whiteboards, books, resources etc. at a height and location that allows them to be accessed by all?	4	1	Consider height so that all can reach and interact, and consider location regarding obstacles preventing people to access.
C19	Are serveries/counters accessible to all users, including those with hearing impairments?	4	1	Food serveries in shops and restaurants can enable people to be independent if at the right height (approx. 700mm) and designed correctly. Where this isn't possible, is there someone available to assist? Is there a hearing loop at the till serving area? Are menus and other information easy to read or is there assistance available for people that may need it?
C20	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	4	1	This might be in assembly, in the dining area or in a sports hall where fixed seating or benches are used.
C21	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?	3	1	Consider height of coin slot, information displayed and how items are dispensed.
C22	Are all fittings readily distinguishable from their background?	3	1	This could be switches, power door pads, coat hooks or other fixtures. Good contrast between walls and fixtures will help independence. This doesn't mean redecorating; having a contrasting colour plate behind the fixture will help.
C24	Where there are display stands, bookstalls etc., are they visible/reachable/accessible by people with disabilities?	3	1	
C26	Is any staff accommodation suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced-level kitchen units and sink and lever action taps?	NA	NA	
C28	Is the main reception area equipped with induction loops for people with hearing aids?	3	1	
C29	Are all areas for assemblies/meetings equipped with an induction loop system?	1	2	Some areas may not be suitable and there are different solutions depending on building, location and need – consider getting advice.

C30	If induction loops are not fitted in all areas, do you have portable induction loops available for deaf and hard of hearing people?	1	2	As above
C31	Are relevant induction loops within teaching areas linked to A/V equipment?	N?a	n/a	This will enable some people to better hear video and audio content or be part of a video/audio call.
C32	Is the functioning and operation of induction loops checked regularly?	1	2	Should be checked at least monthly, ideally more.
C33	Are telephones fitted with inductive loop couplers?	1	2	This will be in the specification of the telephones; it better enables people with hearing aids to use a telephone.

13. Section 4 – Vertical Movement

D1 – D33	Description	Access rating	Priority rating	Notes
D1	Is the location of any steps/stairs/ramps clearly indicated by use of signs/colour/contrast/texture lighting?	4	2	Floor numbers can be on the wall as would be expected; there is also a benefit in putting a Braille sign with the floor number above the handrail as you reach the bottom of a flight. This makes it much easier for visually impaired and blind people to find the floor number and evacuate independently.
D2	Do any steps/stairs/ramps have a handrail to one/both side(s), and do they extend 300mm beyond the top and bottom of any flight?	3	1	
D3	Do stairwells have markers to identify when a person is at the bottom of a run of stairs?	5	2	These can come in different formats and are usually indicators on the handrails to indicate someone with a visual impairment/blind has reached the top or bottom of a flight of stairs. These can be as simple as little peel off/glued blips that are stuck to the bottom of the handrail.
D4	Are any level areas between flights or at the top/bottom of stairwells clearly lit?	5	1	
D5	Are the risers and treads of step/stairs consistent, and are step nosings clearly identifiable through colour change?	5	1	See section 1 - A17. Additionally, consider checking the type and depth of step to ensure evac chairs can be used where relevant
D6	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	5	1	Consider a range of users and potentially supporting people/dogs, plus people needing to evacuate using an evac chair.
D7	Is any short rise within a single storey ramped; if so, is the ramped surface indicated, and is it slip-resistant?	3	2	Range length 3m max = 1 in 12 gradient. Ramps should look at having the least gradient possible, aim for 1 in 20 and work backwards from this gradient.
D8	Are all ramp gradients easily negotiated?	5	1	As above
D9	If a permanent ramp cannot be provided (perhaps in a listed building) can a moveable ramp be made available?	4	1	As above
D10	Are steps available as an alternative to any ramp or ramped surface?	4	1	Some people may find using steps easier than a ramp.

	D11	Where level change is less than a full storey in height is a power-operated lift appropriate?	n/a	n/a	

14. Section 5 – Toilets and Changing Areas

E1 – E31	Location	Access rating	Priority rating	Notes
	General toilets			
E1	Do all lavatory areas have slip-resistant floors?	5	1	
E2	If used by all users, is the approach to the facilities free of steps/narrow doors/obstructions?	4	1	Consider people with limited sight, those using walking aids and wheelchair users.
E3	Are fixtures and fittings easy to distinguish by colour contrast from walls?	4	1	Consider a 30-point LRV (Light Reflective Value) in shades between colours; this might include toilet seats, handrails, toilet roll holders, soap dispensers etc.
E4	Are washing and drying facilities at a height and have the access for a wheelchair user to use?	4	1	
E5	Are all door fittings/locks easily gripped and operated?	4	1	
E6	Are mirrors positioned at a height and location suitable for all users?	2	2	Consider having larger mirrors that support all users.
E7	Is the location of the different toilets clearly signed?	4	1	This might include male, female, unisex, accessible, Changing Places, staff, pupils, visitors or baby changing.
E8	Do you have a wider cubicle within the general toilets that could be used by someone with limited mobility?	3	2	
E9	Are handrails fitted to the larger cubicle?	3	2	
E10	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement	2	2	
	Accessible toilets			Accessible toilets can be complex, consider looking at CAE Accessible Toilet guide
E11	Is the accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	3	1	Accessible toilet should be 2200mm x 1500mm minimum to allow manoeuvring. Consider if toilets are all left or right transfer and if there is a mix. In smaller toilets people might turn their chair at an angle and transfer from the front; if this is the case a folding handrail is needed. Larger toilets might allow both left and right transfer and hoist access.

E12	Is the manoeuvring area free of obstruction, e.g. boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors?	4	1	
E13	Is the flush on the same side as a person would transfer to make it easier to reach?	3	1	
E14	Is the entry door to the accessible toilet of a type that is easily used by a range of people with4 limited mobility?	4	1	
E15	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?	2	2	
E16	Is there a shelf available near the toilet for people to use?	2	2	This is used for people that might have to change a medical appliance or need specific equipment; consider location.
E17	Is the soap dispenser and toilet roll holder of a type that is easily used by a range of people and appropriately positioned for ease of use?	4	1	
E18	Are the door fittings/locks and light switches easily reached and operated?	4	1	
E19	Is there an emergency call system and is someone designated to respond?	4	2	Consider where the alarm call goes to. Does it just ring outside the toilet or go to a designated office so assistance can be alerted quicker?
E20	Can the emergency call system be operated from floor level?	3	1	Often these are tied up or put up high to avoid being accidentally pulled, but they are full length for a reason.
E21	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the toilet?	4	1	This can be a complex area – consider looking at recommended guidance.
E22	Are handwashing and drying facilities within reach of someone seated on the toilet?	3	1	
E23	Are the taps appropriate for use by someone with limited dexterity, grip or strength?	4	1	Lever or automatic taps are the best design for all.
	Changing area			
E24	Do you have a Changing Place facility, and is it available purely for pupils/staff and external groups using the building or offered as a community facility?	3	1	See http://www.changing-places.org/ for more information.
E25	Do you offer discrete changing facilities for people that need them?	4	1	Sometimes changing and shower facilities can be accommodated within larger accessible toilets to provide this.
E26	Within the main changing area or accessible toilet, are there accessible showering facilities?	n/a	n/a	Consider height of shower, controls, shower seat, small shelf and if the curtain is reachable.
E27	Is there a wide shower seat or possibly two shower seats?	n/a	n/a	This is to enable a person to shower, then transfer to dry seating to get changed before transferring to their wheelchair, rather than having to transfer to wheelchair still wet.
E28	Are clothes hooks/lockers of a suitable size and height to meet all users' needs?	3	2	
E29	Are locker locks easy to use for people with limited dexterity or strength?	n/a	n/a	
E30	Do you offer gender neutral toilet facilities?	no	no	

15. Section 6 – Fire Exits

F1 – F13	Description	Access rating	Priority rating	Notes
F1	Is there a visible as well as audible fire alarm system in all parts of the building, including toilets and stairwells?	4	1	
F2	If there are no visual alarms in place, do you provide a pager system for deaf staff/pupils?	n/a	n/a	
F3	Are fire exit routes accessible to all, including wheelchair users?	2	2	Consider signage, length of route and potential obstacles. Are there two routes for people to evacuate?
F4	Is evacuation from upper and lower levels possible using:	no	no	
	a) an evacuation lift /platform lift with a protected power supply?	no	no	
	b) Caterpillar platform lifts?	no	no	This is a motorised platform for power wheelchair users that enables people to stay in their wheelchair while they evacuate down or up stairs.
	c) an evac chair?	no	no	
F5	Do you provide regular evac training for staff which includes the person/s that will need supporting in this way?	n/a	n/a	Including the disabled person enables better communication between different people and lowers the stress for the person needing support.
F6	Do disabled staff and pupils have individual PEEPs?	4	2	A Personal Emergency Evacuation Procedure is an individual evacuation plan for a pupil or staff member.
F7	Do you have GEEPs in place for external groups, visitors and events?	1	3	The General Emergency Evacuation Procedure is for events or meetings with a group of people that don't usually use the building.
F8	Are PEEPs and GEEPs checked regularly for effectiveness and any changes in situation for the person?	4	1	
F9	If disabled people cannot evacuate from the building independently, are designated and signed refuge areas available?	2	2	These are designated safe areas for people to go to when the fire alarm activates. They are not designed to be a permanent location for disabled people during a fire evacuation, but a single point for people to go to prior to being evacuated.
F10	If refuges are available, are they equipped with intercoms to let people know they are there?	4	1	An intercom enables someone to inform the fire marshal team where they are and for the fire marshal team to give instructions/reassurances.
F11	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	5	1	
F12	Are external fire points and routes accessible and monitored?	5	1	Consider the route and how accessible it is to any assembly points, e.g. gradients, surfaces such as gravel or grass, potential obstacles such as within car parks.
F13	Are all fire warning devices and detectors checked routinely and regularly?	5	1	

16. Section 7 - Information

G1 – G13	Description	Access rating	Priority rating	Notes
G1	Do you publish on your website information on the accessibility of your premises and services?	3	2	all schools must publish an accessibility plan
G2	Do lighting installations in the building take into account the needs of people with visual impairments being able to access information?	3	2	General areas approx. 300N, reception and ICT areas approx. 500N
G3	Is there a tactile plan or diagram of the building?	1	3	
G4	Are there large-print versions of information about the building/services/activities available?	2	2	
G5	Is there Braille information about the building/services/activities available for people with visual impairments?	1	2	
G6	Is there an audio version of information about the building/services/activities available?	1	2	
G7	Are there BSL/Makaton videos/information about the building/services/activities available?	1	2	
G8	Is there Easy Read information about the building/services/activities available?	2	2	
G9	Are there alternative-format reading books available in the library?	2	2	
G10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?	5	1	
G11	Where a payphone is provided does it have a hearing aid coupler?	n/a	n/a	
G12	Are all locations around the buildings clearly signed to enable easy navigation and is there clear colour contrast between font and background?	2	2	Consider the colour background to colour of font, the size of the signage and that it is in Sentence Case, not all caps as this is harder to read for some people. In some situations, braille might benefit any signage such as room names and numbers on doors
G13	Are mechanisms in place to communicate with disabled parents in an accessible way e.g. email, fax, letter, phone?	3	2	

17. Section 8 – Equality Adjustments

H1 – H7	Description	Access Rating	Priority Rating	Notes
H1	Do you have a prayer room or a designated quiet room?	4	1	Consider location of this e.g. separate from a room where disciplinary action like detention is carried out.
H2	If you have a prayer room, do you have designated washing facilities	3	1	This is to enable people depending on their religion to wash hands and feet.
H3	Do you have a designated quiet room?	4	1	Used for people that might want to have a quiet place to go to reduce anxiety or maybe when over stimulated.
H4	Do you have access to language interpreters and are staff confident about how to utilise this?	2	2	This could be language, BSL or deaf/blind interpreters.
H5	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	3	2	This could be your equality statement, having relevant leaflets and posters celebrating diversity, or advertising events such as Pride, Black History Month or other events and opportunities that promote equality.
H6	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?	1	1	
H7	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?	4	1	

18. Useful Websites

- Centre for Accessible Environment offer a range of courses, services and resources around accessibility to the built environment https://cae.org.uk/

- Access Association is a national membership organisation that offers access to online resources, e-bulletins and regional meetings that members can access. Cost is around £80 a year. https://www.accessassociation.co.uk/

- The Design Council offers a range of online resources and a free e-learning on inclusive design https://www.designcouncil.org.uk/what-we-do/built-environment/inclusive-environments

- Making your Digital Environment accessible https://www.gov.uk/service-manual/helping-people-to-use-your-service/making-your-service-accessible-an-introduction