



omega  
MULTI-ACADEMY TRUST

# Accessibility Plan

## 3 year 2026-2029

GREAT SANKEY HIGH SCHOOL



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## Review Date & Summary Changes

Change and page number	Reason for change

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## 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

Great Sankey High 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 - Achieving Greatness Together

Our Mission - Great Sankey is a safe, inclusive community providing an environment where excellent teaching and pastoral care empowers all students to be active learners, to celebrate diversity and to realise their potential.

Our Core Values are:

**Growth** - Great Sankey High School is a community where everyone is encouraged to develop confidence in their own strengths and abilities in the face of difficult experiences and challenges.

**Respect** - Great Sankey High School is a community where all staff and students show respect to each other, to visitors, to the environment around us and where we value diversity.

**Excellence** - Great Sankey High School is a community that strives for excellence, whether it be in or out of school, understanding that by seeking to be the best that you can be, you open the path to success.

**Aspiration** - Great Sankey High School is a community where students and staff aspire to be the best they can be with the highest hopes for their future.

**Teamwork** - Great Sankey High School is a community where we all recognise that it is by working together and for each other that great things can be achieved.

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

Great Sankey High 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school and the wider Trust.

## 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
Improve and maintain access to the physical environment – whole school	School has ramped access where needed around school. These are also painted for high visibility	Short-term	Clean and repaint all access ramps to clearly highlight changes in level	Site Manager / Premises Team	Within 6 months	Ramps clearly visible and compliant with accessibility guidance
	Building is one floor access College has a lift for disabled use and Evac Chairs for quick egress	Short-term	Review automatic doors to the main building; install sensors or push-button access where missing	Site Manager / CFO	Within 6 months	Wheelchair users can independently access main entrances
	Automatic doors are installed throughout the school buildings	Short-term	Confirm lighting replacement in T1/T2 and monitor for ongoing compliance	Site Manager	Within 3 months	Lighting fully operational and compliant
	Medical room is available with designated sink, resources and sharps container	Short-term	Confirm whether induction loops are installed at reception, hall and library; test and repair/replace if required	Site Manager / SENCo	Within 6 months	Induction loops available, working and clearly signed
	Defib and knife bleed kits, anaphylaxis kits around school and maintained alongside First Aid kits	Short-term	Confirm medical room is fully operational and accessible	Site Manager	Within 3 months	Medical room available and accessible to all users

SECTION A: PHYSICAL ENVIRONMENT

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>All doors are signed and legible</p> <p>We do not have any braille users in staff or students and not aware of any parents in same position – we do have a sign interpreter for several parents in school for events including performances and progress evenings</p> <p>There is a small ramp for the pedestrian exit at the front, all others are flat surfaces</p>	Medium-term	Replace or reposition classroom signage to include braille and ensure appropriate height	Premises Team	Within 12 months	Signage accessible, inclusive and correctly positioned
		Medium-term	Review DT and Food Technology rooms to ensure reasonable adjustments are fit for purpose	SENCo / Curriculum Leads	Within 12 months	Learning spaces accessible for all pupils
		Short-term	Replace or adjust entrance and exit matting where trip hazards are identified	Site Manager	Within 6 months	No identified matting-related trip hazards
		Short-term	Review pedestrian gate at front of building to improve accessibility and identify a quick win	Site Manager / CFO	Within 6 months	Gate accessible for wheelchair and mobility aid users
<p>Improve and maintain access to the physical environment – Science Block</p>	<p>Building is one floor access</p> <p>There is a disabled toilet</p> <p>It has automatic door entry</p> <p>Fire exits are ramped</p> <p>There are adjustable tables and facilities for wheelchair users</p>	Short-term	Install clear signage at rear exit steps	Site Manager	Within 6 months	Steps clearly signposted
		Short-term	Paint paving slabs yellow to highlight changes in level	Premises Team	Within 6 months	Changes in level highly visible
		Short-term	Review and replace entrance/exit matting where trip hazards exist	Site Manager	Within 6 months	Safe entry and exit points

**SECTION A: PHYSICAL ENVIRONMENT**

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment – Sports Hall	Building is one floor access It has automatic door entry Fire exits are ramped There is a disabled toilet and changing facilities	Short-term	Review side exit to address changes in level and ensure accessibility	Site Manager	Within 6 months	Side exit usable by all users
		Short-term	Clear stored items from staff room toilet and accessible changing area	Premises Team	Within 3 months	Facilities fully accessible and uncluttered
Improve and maintain access to the physical environment – MFL/Maths Building	Classrooms are all located on a single fully accessible floor. All entrances are sloped There are automatic doors	Short-term	Review and replace entrance/exit matting where trip hazards exist	Site Manager	Within 6 months	No matting-related trip hazards
		Short-term	Repair leaking tap in staff toilet	Premises Team	Within 3 months	Tap fully functional, no leaks
		Medium-term	Review external access where there is a change in height to ensure accessibility	Site Manager / CFO	Within 12 months	External access suitable for all users
Develop a new inclusive SEND hub within the school	Current suite of SEND rooms provide support and access to students during breaks and lunches as well as support the delivery of intervention	Short term	Redesign the previous Barrow Hall Theatre Catering space to include a sensory room, dedicated meeting space, additional disabled toilets and physio room in addition to new class/intervention space	RW and Trust	September 2026	Fully functional class and intervention space to support the needs and delivery of bespoke intervention to students

SECTION B: LEARNING AND CURRICULUM ACCESS

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>Adaptive teaching is a core principle in our curriculum design and delivery</p> <p>Staff are provided with key information to ensure quality first teaching and lessons are designed to meet the needs of the students</p>	<p>Long term</p>	<p>Continue to review curriculum to ensure we meet the needs of all students.</p> <p>Focus on careers for SEND students ensuring that this is built into the curriculum.</p> <p>Introduce a progress matrix to assess progress for individual needs against their Learning Plans</p> <p>Regular year team meetings with the SENDCO and Progress Leaders to assess and support students needs</p>	<p>JE/ JG/ PDY</p> <p>JE/RW</p> <p>JE/Progress Leaders</p>	<p>Within 12 months</p> <p>Within 6 months</p> <p>Within 6 months</p>	<p>Improved engagement and attainment for SEND students</p> <p>All stakeholders to have a clear understanding of the progress of the student to identify where the gaps are for further support in curriculum delivery</p>

SECTION B: LEARNING AND CURRICULUM ACCESS

Ensure early identification of SEND needs	Y6-7 (primary to secondary transition)	Medium term	Enhances transition for year 5 students	JE/ JG	Within 12 months	Enhanced transition for year 5 students. Greater knowledge of students needs.
	<ul style="list-style-type: none"> <li>Close working relationship with primary schools</li> <li>Transition visits to collate data and observe students</li> <li>Enhanced transition for SEND students</li> <li>Invitations to Y5 and Y6 Annual Reviews</li> <li>Specialist events to target belonging aimed at parents and students including                             <ul style="list-style-type: none"> <li>Summer school</li> <li>Pizza/games evening</li> <li>Y6 transition day</li> <li>Additional visits</li> <li>Parent workshops</li> </ul> </li> </ul>	Medium term	Year 7 onwards	JE/ JG/ JW	Within 12 months	Wider range of testing
	Transition between years and stages	Medium term	<ul style="list-style-type: none"> <li>Purchase wider range of testing resources to identify barriers to learning</li> <li>Further develop whole staff use of graduated approach</li> <li>Continue to utilize professional services</li> </ul>	JE/ JG/ RW/ Pastoral team/ progress leaders/ HoDs	Within 12 months	All staff aware of graduated approach and their role in the process.
	<ul style="list-style-type: none"> <li>Clear referral system for staff if they have SEND concerns</li> <li>Baseline assessments</li> <li>Good working relationship with external services</li> <li>Trust good practice transition document</li> <li>Staff referral and triage system</li> </ul>	Short term	<ul style="list-style-type: none"> <li>Review / RAG meetings with progress leaders after each assessment point</li> </ul>	JE/ JG	Within 3 months	Professional assessments prior to EHCP requests
		Medium term		JE/ JG/ progress leaders	Within 12 months	Robust action plan to ensure SEND students achieve their potential.



SECTION C: INFORMATION AND COMMUNICATION ACCESS

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul> <p>The school employs two EAL assistants to support the EAL community</p> <p>Staff are expected to use inclusive communication methods including clear speech, chunking instructions and modelling answers.</p> <p>There are some laptops and other devices available for students as required</p>	<p>Medium term</p>	<p>Contact HI/VI team for specialist resources that can be shared. Ensure link to sensory service PADLET is available to all staff.</p>	<p>JE/ JG</p>	<p>Within 6 months</p>	<p>Staff will have access to relevant strategies to support students with a sensory disability.</p>
		<p>Medium term</p>	<p>Request training session from SALT for TAS to assist supporting students with bespoke plans</p>	<p>JE/JG</p>	<p>Within 6 months</p>	<p>TAs to further develop their understanding of selective mutism and how to support students</p>
		<p>Short term</p>	<p>Formalise student passes such as time out and early exit passes so that all information is clear and strategies of support are included.</p>	<p>RWA</p>	<p>Within 3 months</p>	<p>More effective use of time out passes</p>

SECTION C: INFORMATION AND COMMUNICATION ACCESS

To ensure that school information is accessible by all stakeholders	Staff have access to a specific centralised SEND page which contains all information required to support the individual needs of the students, including hyperlinks to further support. This is a live page which is adapted and updated regularly	Medium term	Further development/refresh of school website	RWA/ JE	Within 6 months	Website will be more relevant and accessible for parents
	School has a fully compliant SEND page on the website.	Long term	Continue to ensure that the SEND page is updated with key that is regularly reviewed and updated with information from both schools and external agencies	JE/JG/ MB/ PF	Within 12 months	All information is relevant, regularly updated and accessible by all staff
	SEND policy and local offer have been updated and follows agreed Trust principles	Long term	Review learning plans twice per year	Learning support/ progress leaders/ pastoral leaders	Within 12 months	All learning plans are up to date informing staff of needs, strategies to support, interventions and exam access arrangements
	Learning plans for 'K' and 'E' students have all been re written					
	An informal Monitoring flag highlights students who may be processing across the SEND system					
	Staff receive weekly SEND updates which include spotlights on individual students to draw specific attention to changes in priority/need or to raise awareness					



SECTION D: STAFF TRAINING AND AWARENESS

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Deliver and implement the work based CPD programme for Autism Education Trust in line with the Trust</p>	<p>Updates available to staff</p> <p>Best practice QFT available on SharePoint</p> <p>Knowledge base mark completed before training</p> <p>Five training sessions have taken place</p>	<p>Short term</p>	<p>Complete training</p> <p>Exit base mark</p>	<p>PDY/ BE</p>	<p>Within 12 months</p>	<p>Completion of the program</p> <p>Increased staff awareness</p> <p>A fully inclusive culture</p> <p>GSHS accredited with AET work based training status</p>
<p>To proactively support students who are vulnerable to prevent EBSA, or support their reintegration</p>	<p>All TAs have access and have completed Level 1 of EBSA Horizons programme. They have the option to complete further training on this as needed</p>		<p>TAs to progress through the course</p>	<p>JED/RW</p>	<p>Within 12 months</p>	<p>TAs to complete Level 1</p> <p>Increased staff awareness</p> <p>Improvement in attendance for K and E students</p> <p>Reduction in PA for K and E students</p> <p>Reduction in absenteeism for K and E students</p>

SECTION D: STAFF TRAINING AND AWARENESS

<p>To keep aware of changes in the new SEND reforms and embed these in preparation</p>	<p>Trust awareness and SENDCO leadership group receiving regular information</p>	<p>Long term</p>	<p>Support parents in the changes to the SEND system</p> <p>Review current systems</p>			<p>WBC Commitment to Inclusion maintained yearly</p>
<p>To ensure a robust cycle of CPD for all staff, including those on induction, about the needs of pupils with special education needs/disabilities</p>	<p>SENDCO and key SEND staff introduced at induction</p> <p>Induction workshop on SEND and systems</p> <p>Accessible information</p>	<p>Medium Term</p>	<p>To introduce department champions who will 'gate keep' SEND information, increase staff awareness and keep a focus on potential barriers to learning within their department. They will act as liaison for the SENDCO and team</p> <p>Attend all HOD briefings to keep awareness of SEND on a weekly basis for all leaders</p>	<p>RW/JED/HODs</p> <p>JED/PD/HODs</p>	<p>Within 6 months</p> <p>Ongoing</p>	<p>Department minutes</p> <p>Inclusive curriculum design</p> <p>Leadership and staff awareness</p>

SECTION D: STAFF TRAINING AND AWARENESS

<p>All staff will be aware of statutory guidance on medical needs, allergens etc in line with all policies</p>	<p>Medical needs information shared regularly</p> <p>Upto date staff awareness on allergens and anaphylaxis</p> <p>Phone pouches and policies designed with medical needs in mind/awareness</p>	<p>Short term</p>	<p>Update allergen policies and awareness</p> <p>Complete full staff training</p>	<p>Trust</p> <p>RW</p>	<p>September</p> <p>September</p>	<p>Full compliance and up to date training for all staff</p>
<p>Build SEND capacity / succession planning</p>	<p>SEND line manager is director of SEND for the trust</p> <p>SENDCo holds NASENDCo award</p> <p>Strong Thinking Reading team</p> <p>Strong links with external exam access tester</p> <p>Continue accessing CTI accredited training events</p> <p>Staff attend CTI accredited training and school holds the committed to inclusion award</p>	<p>Long term</p>	<p>Train further members of staff on exam access process</p> <p>Train extra members of staff on Thinking Reading</p> <p>Assistant SENDCo to complete NPQSENDCo</p> <p>Staff to access national college SEND courses to develop expertise and knowledge</p> <p>Continue accessing CTI accredited training events</p> <p>Embed good practice from year one of the AET and complete year 2</p> <p>Using the SEND review and informed funding to look at current staffing levels with the Trust</p>	<p>JE/ PDA/ JG/ RWA</p>	<p>Within 12 months</p>	<p>Greater capacity within SEND team</p>

## **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 SENDCO and link SLT line manager on an annual basis, with the support of the site and maintenance team

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

## **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 (SEND) 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.

## 10. Section 1 Approach and Car Park

A1-A19	Description	Access rating	Urgency rating	Notes
<b>Parking</b>				
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?	5	1	General guidance is 5-6% of total parking.
A4	Are accessible parking bays marked out and easily identified?	4	1	As a minimum there should be side chevrons, but <b>ideally chevrons on three sides as you enter the parking space so people removing wheelchairs or walkers from the boot can do so safely.</b>
A5	Are there directions and/or signs to easily locate the accessible parking?	3	2	Signs and markings so that someone looking for accessible parking can easily find it.
<b>Routes and pathways</b>				
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	May need signs
A8	Is there an option for a quiet route for pupils that might struggle in busy and noisy environments?	3	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?	3	1	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?	NA	NA	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.
<b>Internal doors</b>				
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?			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?			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?	1	2	
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?			As above
C31	Are relevant induction loops within teaching areas linked to A/V equipment?			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?			Should be checked at least monthly, ideally more.
C33	Are telephones fitted with inductive loop couplers?			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?			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?			
D3	Do stairwells have markers to identify when a person is at the bottom of a run of stairs?			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?	4	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?	4	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	1	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?	4	1	As above
D9	If a permanent ramp cannot be provided (perhaps in a listed building) can a moveable ramp be made available?			As above

D10	Are steps available as an alternative to any ramp or ramped surface?			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?			

## 14. Section 5 – Toilets and Changing Areas

E1 – E31	Location	Access rating	Priority rating	Notes
	<b>General toilets</b>			
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?			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?			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?			
E5	Are all door fittings/locks easily gripped and operated?			
E6	Are mirrors positioned at a height and location suitable for all users?			Consider having larger mirrors that support all users.
E7	Is the location of the different toilets clearly signed?			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?			
E9	Are handrails fitted to the larger cubicle?			
E10	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement			
	<b>Accessible toilets</b>			Accessible toilets can be complex, consider looking at <a href="#">CAE Accessible Toilet guide</a>
E11	Is the accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?			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?			
E13	Is the flush on the same side as a person would transfer to make it easier to reach?			
E14	Is the entry door to the accessible toilet of a type that is easily used by a range of people with limited mobility?			
E15	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?			
E16	Is there a shelf available near the toilet for people to use?			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?			
E18	Are the door fittings/locks and light switches easily reached and operated?			
E19	Is there an emergency call system and is someone designated to respond?			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?			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?			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?			
E23	Are the taps appropriate for use by someone with limited dexterity, grip or strength?			Lever or automatic taps are the best design for all.
<b>Changing area</b>				
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?			See <a href="http://www.changing-places.org/">http://www.changing-places.org/</a> for more information.
E25	Do you offer discrete changing facilities for people that need them?			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?			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?			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?			
E29	Are locker locks easy to use for people with limited dexterity or strength?			
E30	Do you offer gender neutral toilet facilities?			

## 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?			
F2	If there are no visual alarms in place, do you provide a pager system for deaf staff/pupils?			
F3	Are fire exit routes accessible to all, including wheelchair users?			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:			
	a) an evacuation lift /platform lift with a protected power supply?			
	b) Caterpillar platform lifts?			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?			
F5	Do you provide regular evac training for staff which includes the person/s that will need supporting in this way?			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?			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?			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?			
F9	If disabled people cannot evacuate from the building independently, are designated and signed refuge areas available?			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?			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?			
F12	Are external fire points and routes accessible and monitored?			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?			

## 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?			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?			General areas approx. 300N, reception and ICT areas approx. 500N
G3	Is there a tactile plan or diagram of the building?			
G4	Are there large-print versions of information about the building/services/activities available?			
G5	Is there Braille information about the building/services/activities available for people with visual impairments?			
G6	Is there an audio version of information about the building/services/activities available?			
G7	Are there BSL/Makaton videos/information about the building/services/activities available?			
G8	Is there Easy Read information about the building/services/activities available?			
G9	Are there alternative-format reading books available in the library?			
G10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?			
G11	Where a payphone is provided does it have a hearing aid coupler?			
G12	Are all locations around the buildings clearly signed to enable easy navigation and is there clear colour contrast between font and background?			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?			

## 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?			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?			This is to enable people depending on their religion to wash hands and feet.

H3	Do you have a designated quiet room?			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?			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?			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?			
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?			

## 18. Section 9 – Additional Elements

### Section 9 Additional Elements

I1 – I9	Description	Access rating	Priority rating	Notes
I1				As with all access audits, some elements may not be within this document. This sheet is for you to add other elements that might be relevant to you. This could be play, sport or a specialist/historic building not covered.
I2				
I3				
I4				
I5				
I6				
I7				
I8				
I9				

## 19. 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>