

Accessibility Audit and Plan

Bolder Academy

1 MacFarlane Lane, Isleworth, Middlesex TW7

5DB Registered in England and Wales No:

08932893 Accessibility Audit and Plan

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| This policy is called: | Accessibility Audit |
| It applies to: | All staff, students and visitors to Bolder Academy |
| Person responsible for its revision: | Headteacher |
| Status: | Statutory |
| Published on: | The Academy Website |
| Approval by: | Finance and Audit Committee |
| Review frequency: | Every 3 years |
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| Date of next approval: | Feb 2025 |

Introduction

The SEN & Disability ACT 2001 amended Part 4 of the Disability Discrimination Act 1995 and the Children and Families Bill 2013 and the Special Educational Needs Code of Practice places duties on Local Education Authorities (LAs) and schools in relation to disabled students and prospective students. A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

The main duties under the legislation are not to treat disabled students less favourably and to take reasonable steps to avoid putting disabled students at a substantial disadvantage. Every school must take reasonable steps under the 2004 Act to improve accessibility wherever possible and certainly whenever changes are made, for example Building Regulations will require improvements to be accessible to all.

LAs and schools are also required to prepare accessibility strategies and accessibility plans respectively for increasing over time the accessibility of schools for disabled students.

In order to develop their Access Plans, schools are expected to carry out an access audit covering all three of the areas: **curriculum, physical environment** and **information**. This questionnaire has been designed as a tool for schools to use in carrying out their audit and will be the basis of the school's Access Plan.

Preparing an Access Plan

In preparing this plan the Headteacher has taken into account the needs of SEN students whom she is aware of as they transition into the Academy and their anticipated the needs.

Within the planning duty is an anticipatory duty and requires schools to consider the needs of all prospective students, staff and visitors. For example, school lettings would need to give access to all, including use of a disabled toilet.

Using the Self Audit Questionnaire

The first step in preparing an access plan is to carry out an audit. This questionnaire is intended to provide schools with a clear framework for the audit and has three parts:

- Part A : Access to the Curriculum
- Part B: Access to Information
- Part C : Access to the Physical Environment

The group who is overseeing production of the Access Plan should work its way

through the questionnaire and may choose to delegate particular parts to individuals or smaller groups.

Some questions have a fairly straightforward yes or no answer, while others, particularly those in Part A (Curriculum) may require more detailed consideration and are intended to provoke debate and discussion amongst staff and Governors.

The completed audit, together with the physical environment audit results, will provide information you to write your Access Plan. Areas for action identified in the audit will assist you in setting priorities within the Access Plan.

Access to the Curriculum: Part A

The planning duty includes increasing the extent to which disabled students can participate in the Academy's curriculum. This means the curriculum in the broadest sense, not just teaching and learning, but the wider curriculum of the Academy including after school clubs, sporting and cultural activities and school visits and trips.

As with all parts of the planning duty, schools should consider the needs of existing disabled students and prospective students.

The Academy will need to consider the general ethos of inclusion, how the Academy and classrooms are organised, delivery and differentiation of the curriculum, training needs, use of external support and participation by students in out of school activities.

Part A: Access to the Curriculum

| | | Yes | Part-ially | No | Your Comments/ Action to be taken |
|-------------------------|--|-----|------------|----|--|
| 1. Academy Ethos | | | | | |
| 1.1 | Do staff, governors and students share a philosophy of inclusion? | Y | | | See Admission Policy, Diversity Policy, FGB Minutes. Diversity officers appointed from staff body. |
| 1.2 | Do all members of the Academy take responsibility for making the Academy more inclusive? | Y | | | See Admission Policy, FGB Minutes. |
| 1.3 | Is the Academy welcoming to all students and parents/ carers? | Y | | | The ethos of the Academy is that it is open to all – see Parent Code of Conduct and Staff Communication Policy. |
| 1.4 | Is the inclusion of all students from the local community publicised? | Y | | | See Admission Policy and SEND Policy. |
| 1.5 | Do all staff seek to remove barriers to learning and participation where these exist? | Y | | | Lesson planning, behavior for learning strategies ensure barriers are removed. Additional support is put into place where necessary e.g. LAC students and students with speech and language needs. Head of Dept runs weekly SEN working group to help staff better support students with SEND needs and provide CPD on inclusive teaching. |
| 1.6 | Does the Academy have high expectations of all students? | Y | | | See Prospectus, FGB Minutes, Behavior for Learning Policy |
| 1.7 | Are there mechanisms in place to seek the views of students with SEN/ disabilities? | Y | | | There are regular student voice activities that take place which includes students with SEN. These take place during our self-evaluation weeks. |

| | | | | | |
|-----|---|---|--|--|----------------------|
| 1.8 | <p>Does the Academy have regard to:</p> <ul style="list-style-type: none"> • The SEN Code of Practice 2001 • The SEN & Disability Act 2001 • The SEN Code of Practice 2014 • The Disability Rights Commission Code of Practice for Schools 2002 • DfEs Guidance on Inclusive Schooling 2001 • Equalities Act 2010 | Y | | | See various policies |
|-----|---|---|--|--|----------------------|

| | | Yes | Partially | No | Your Comments/ Action to be taken |
|--|--|-----|-----------|----|--|
| 2. Academy & Classroom Organisation | | | | | |
| 2.1 | Are your classrooms organised to take account of students' disabilities? | Y | | | Rooms are 'clutter free' to allow for easy access around the rooms. |
| 2.2 | Is the Teaching Assistant used flexibly so that a range of children can benefit from their support? | Y | | | The Teaching Assistants support students with EHCPs and medical needs. |
| 2.3 | Is the Academy organised in such a way that disabled students have access to facilities such as library and specialist teaching rooms? | Y | | | There is a lift on the Academy premises and students are issued with keys where there is a need. Double doors to library provide wheelchair access. |
| 3. Differentiation | | | | | |
| 3.1 | Are children over 5 who are working towards Level 1 assessed using P levels? | N/A | | | N/A |
| 3.2 | Do lessons provide opportunities for all students to achieve? | Y | | | Seating plans provide opportunities for students to work on specific target areas to improve their work and differentiation is part of lesson planning. This will continue to develop. |
| 3.3 | Does teaching allow for a range of learning styles? | Y | | | Although routines across the Academy are consistent, teaching styles vary and this is encouraged. |
| 3.4 | Do lessons involve work to be done by individuals, pairs, groups and the whole class? | Y | | | This is shown through our regular self-evaluation weeks where lesson planning and lessons are reviewed and work sampling takes place. |
| 3.5 | Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work? | Y | | | Additional time for instance is given to students who need extra time to change for PE and complete assessments/ exams if/ where appropriate. |
| 3.6 | Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, e.g. some forms of | Y | | | This is evident from the lesson observations seen and planning that takes place to ensure the needs of these students are met. |

| | | Yes | Partially | No | Your Comments/ Action to be taken |
|---------------------------------------|---|-----|-----------|----|---|
| | exercise in physical education? | | | | |
| 3.7 | Do you provide access to computer technology appropriate for students with disabilities? | Y | | | Our IT Team support with this, current students do not need any variations with regard to technology currently. Students with SEN have access to Chromebooks daily. |
| 3.8 | Do you provide equipment for students who need alternative methods of recording, e.g. lap top, dictaphone, braille. | Y | | | Laptops and Chromebooks are available for those who need them. |
| 3.9 | Does the Academy have regard to: <ul style="list-style-type: none"> • The National Curriculum 2000 statement on inclusion • The QCA general and subject guidelines on planning, teaching and assessing the curriculum for students with learning disabilities • Supporting the Target Setting Process (March 2001) DfE/QCA | Y | | | Lesson planning incorporates these. |
| 4. Training | | | | | |
| 4.1 | Do all staff in the Academy have the necessary skills and confidence in differentiating the curriculum? | Y | | | Regular CPD opportunities are provided to ensure staff are up to date. |
| 4.2 | Have staff received disability awareness training? | Y | | | As above. |
| 4.3 | Have learning Support Assistants received specific training to enable them to support students with SEN/disabilities? | Y | | | As above. |
| 4.4 | Does the Academy use the National Standards for Special Education Needs Coordinators to audit the SENDCO's training needs? | Y | | | The SENDCO accreditation is due to be completed by 2019. |
| 5. Extra-Curricular Activities | | | | | |
| 5.1 | Are Academy visits, including overseas visits, made accessible to all students irrespective of attainment or impairment? | Y | | | See Off-site visits policy. |

| | | Yes | Part-ially | No | Your Comments/ Action to be taken |
|-----------------------------------|---|-----|------------|----|---|
| 5.2 | Are all students able to take part in after hours activities run by the Academy? | Y | | | Our longer day means all students engage with extracurricular activities as part of the school's timetable and through after school activities and our Being Bold offer we offer a range of activities that are available to all. |
| 6. Use of External Support | | | | | |
| 6.1 | Does the Academy make full use of support services, including (as appropriate) <ul style="list-style-type: none"> • Education Psychology Service • Pre School Teachers/ Counsellors • SEN Support Team (including PD & ASD specialists) • Sensory Consortium Service • Special Schools Consultancy Service • Behaviour Support Service • Student Referral Units • Child & Adolescent Mental Health Service • Traveller Education • Equality Services • Liaison Teacher for Children in Public Care • Home Education Service | Y | | | The Academy is currently working with the following services: <ul style="list-style-type: none"> Education Psychology Service <ul style="list-style-type: none"> • SEN Support Team (including PD & ASD specialists) • Sensory Service • Virtual school • Hounslow Youth Counselling • Speech and Language Therapist through the London Clinic • Social workers • Educational Welfare Team |

Access to Information: Part B

Information is essential to everyone. Under the legislation, schools have a duty to make written information normally provided by the school to its students available to disabled students in an appropriate format. The information should take account of students' disabilities, students' and parents' preferred formats and be made available within a reasonable time frame.

Examples of the information that might be included are handouts, timetables and information about school events. Information should be provided in alternative formats for students and prospective students who may have difficulty with standard forms of printed information.

In some cases, well-designed printed information which follows clear print guidelines may be sufficient. Other people will need information in an alternative format.

Please refer to Part B Appendix for guidance on provision of information in alternative formats.

Part B: Access to Information

| | | Yes | Parti-ally | No | Your Comments/ Action to be taken |
|------------------------------------|--|-----|------------|----|---|
| 1. Provision of Information | | | | | |
| 1.1 | Does the Academy follow clear print guidelines in the production of written materials? (See Appendix.) | Y | | | Templates are used for publications, newsletters, booklets, knowledge organisers, and worksheets. |
| 1.2 | Does the Academy make use of symbols and pictures when presenting information? | | Partially | | Where possible in our newsletters, and often to represent our values |
| 1.3 | Does the Academy use large print when presenting information to students who may have difficulty with standard print? | Y | | | This is not applicable yet due to our cohort. |
| 1.4 | Would you be able to get information transcribed into braille within a reasonable timescale if necessary? | Y | | | Through the LB Hounslow service. |
| 1.5 | Do you make information available on audiotape/digital media for students who have difficulty accessing print (including visually impaired and dyslexic students)? | Y | | | Lessons use a wide variety of resources inc audio and digital media. |

Part B: Appendix

Guidance on Provision of Information in Alternative Formats

General Clear Print Guidelines

- Type size 12 point minimum (RNIB recommends 14 point).
- Type fonts - avoid highly stylised ones and as a general rule stick to familiar ones.
- Type weight – visually impaired people prefer medium or bold weights.
- Avoid italics and all capital letters. The human eye reads by recognising the shapes of words. If text is in italics or capitals it is usually harder to read.
- Underlining should be avoided as this makes it harder to recognise letter shapes.
- Spacing between one line and the next is important – should be at least 1.5 to 2 times the space between words on a line.
- Aligning text to the left margin makes it easier to find the start and finish of each line (RNIB recommended).
- Design and layout should be simple and uncluttered.
- There must be a good level of colour/tonal contrast between the text and background on which it is printed. Many visually impaired people have difficulty with colour perception, so it is important that there is good tonal contrast. To establish whether there is good level of tonal contrast is to photocopy it on a black and white copier.
- Avoid using glossy paper.
- Avoid setting text over images.
- Format when folding paper – avoid creases which obscure text.

Large Print Guidelines

- There is no standard definition of large print – however most people who use large print prefer their print between 16 and 22 point.
- A reader using large print will take longer to read the information so keep the document short and as clear as possible.
- Incorporate clear print guidelines (above) apart from type size.

Braille

Braille is an important means of accessing information for many visually impaired people.

Audio Tape

Audio tape has the benefit of being accessible to everyone except those with very poor hearing. Tape is not just useful for visually impaired people but for people who have difficulties with printed information, e.g. dyslexics.

UK organisation for those producing information on tape is COTIS tel: 01829 73 33 51. A checklist for tape production is available from COTIS.

Live Speakers

Children with a hearing impairment may have difficulty accessing audiotape information (frequently used in foreign language teaching/examinations). They will therefore require access to a live speaker in a quiet listening area.

Web Sites

People with very little or no vision may read web pages with the help of special computer software. Good design is essential for people accessing the web in these ways. Poor design can result in an inaccessible website.

Further information available from:

Directory of transcription organisations available from RNIB Transcription Service (Braille, tape, floppy disc and large print.) Tel: 01829 732115

The "See It Right" pack, RNIB £20. Tel: 020 7388 1266 www.rnib.org.uk

Improving the Physical Environment of Schools: Part C

This strand of the planning duty includes improvements to the physical environment of the school and the physical aids to access education. Much of the work in this area will involve improving access to existing buildings.

This part of the audit examines physical access in schools by taking a journey from the approach to the site, through the entrance, reception, horizontal and vertical circulation, and access to curriculum areas.

If you have more than one building on site, please use the comments section in the questionnaire to identify areas for improvement in *specific* buildings.

Please note that although this section covers some of the more technical aspects

of the accessibility of physical access to buildings, it has been specifically designed to be completed by the lay person. If required, a specialist will visit the Academy once the questionnaire is completed to check through it with you.

If necessary, and at a later date, the borough may employ a consultant to carry out a more detailed audit of the physical environment

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Part C: Access to the Physical Environment

| | | Yes | Part ial | No | Your Comments/ Action to be taken |
|--|---|-----|-------------|----|--|
| Section 1 – External routes, approaches and parking | | | | | |
| 1.1 | <p>If there is visitor parking within the Academy site, does it include designated accessible bays for disabled use which will include clear signage and road markings?</p> <p>See illustration in appendix</p> <p>Dimensions of bay should be 4.8m x 2.4m with a 1.2m wide access zone between designated parking spaces</p> <p>Yes = adequate Partial = minor changes required No = substantial adaptation required</p> | Y | | | There are 5 visitor bays at the front of the building close to the reception area – markings clearly indicate designated accessible bays for disabled use. |
| 1.2 | <p>If there is no parking on site, can a vehicle get close to the main entrance to allow a disabled person to be dropped off?</p> | Y | | | Visitors can park in front of the school in parking spaces or pull up at the entrance to allow a disabled person to be dropped off. |
| 1.3 | <p>Is the route from the site entrance suitable for people with mobility impairments and wheelchair users?</p> <p>Designated footpath to entrance Approx. path width 1.2m Firm and even surface Drop kerbs Level or ramped approach Ramp edges clearly demarcated by handrails or colour.</p> <p>Please comment on areas for improvement.</p> | Y | | | |
| 1.4 | <p>If there are ramps/steep gradients on the route, are they suitable for wheelchair users?</p> <p>See appendix for further information</p> <p>Yes = adequate Partial = steep No = steps without a ramped alternative</p> | N/A | | | No Ramps or Steps |

Section 2 – Main Academy Entrance and Reception

| | | Yes Score 2 | Partial Score 1 | No Score 0 | Your Comments/ Action to be taken |
|-----|---|----------------|--------------------|---------------|---|
| 2.1 | Is there level access at the main Academy entrance? NB a small threshold not greater than 15mm can be considered level. Yes = level Partial = 1 step No = severe steps at entrance with no ramp alternative | Y | | | |
| 2.2 | If there is a ramp, is it suitable for wheelchair users? See appendix for further information Yes = adequate Partial = minor changes required No = substantial adaptation required | N/A | | | No Ramp necessary |
| 2.3 | If there are steps are they suitable for people with mobility and visual impairments? NB: handrails to both sides or central, contrasting step edges, even rise to each step See 2.2 for scoring guidance | N/A – no steps | | | |
| 2.4 | Can a wheelchair user use the intercom and open the entrance door independently? <ul style="list-style-type: none"> • 800mm clear opening width through a single door • handle within reach from seated position • a small threshold step not greater than 15mm, more than 5mm chamfered or rounded • door mat, firm and flush • intercom at a height between 750-1000mm from floor level close to latch side of door See 2.2 for scoring guidance | Y | | | Automated doors open and close on arrival/ departure. Buzzer to call reception. |
| 2.5 | Does reception counter have counter height no higher than 760mm, an induction loop for people with hearing impairment and seating with arm and back support? See 2.2 for scoring guidance | | Partial | | No Induction loop for hearing impaired. Induction loop is available to install when required. |
| | Total = 18 | | | | |

Section 3 – External Areas

| | | Yes Score 2 | Partial Score 1 | No Score 0 | Your Comments/ Action to be taken |
|-----|--|----------------|--------------------|---------------|---|
| 3.1 | Do routes between buildings provide independent access for people with mobility impairments and wheelchair users? (If 'partial' or 'no' please comment on areas for improvement) | Y | | | |
| 3.2 | What proportion of building entrances have level access? Yes = more than 75% Partial = 25% - 75% No = less than 25% Please comment on areas for improvement | Y | | | All building entrances have level access (exception being side entrance from front of MacFarlane Lane which is not used for access) |
| 3.3 | How easy is it to adapt entrances, which are not currently accessible? Yes = minor changes Partial = substantial changes No = impractical | Y | | | |
| 3.4 | Is there level access to all unique outdoor areas? E.g. sports areas, tennis courts, playgrounds, seating areas Yes = all Partial = some No = none | Y | Partial | | MUGA and playground have level access. Concrete ramp to playing fields. |
| | Total = 6 | | | | |

Accessible Toilets Guidance

A unisex accessible toilet should meet the following minimum criteria:

- Cubicle size 1500mm wide x 2000mm deep (preferred 2200mm)
- Outward opening door with minimum 850mm clear opening width
- Unobstructed space to at least one side of pan for transfer from a wheelchair
- A wash hand basin with lever type tap within reach of seated position on pan
- Easily distinguished emergency alarm pull cord extending to the floor

| | | Yes Score 2 | Partial Score 1 | No Score 0 | Your Comments/ Action to be taken |
|------------------|--|----------------|--------------------|---------------|---|
| 4.1 | Does your school have a WC that meets the above criteria? Yes = all apply Partial = minor changes No = substantial adaptations, please give comments | Y | | | |
| 4.2 | If the Academy provides wider access to the community are there enough accessible WCs? Please comment on location and number of WC's | Y | | | Accessible WCs available on every floor |
| 4.3 | If the Academy has no accessible WC is there potential to create one by adaptation? Yes = easy Partial = minor changes No = substantial adaptations, please give comments | N/A | | | |
| 4.4 | Is there an accessible changing shower facility suitable for disabled users? E.g. level entry shower, lever type controls, drop down shower seat, and space for wheelchair manoeuvre? (see diagram below) Yes = all apply Partial = minor changes No = substantial adaptations Please comment | Y | | | On Ground Floor next to changing rooms |
| Total = 4 | | | | | |

Section 5 – Emergency Evacuation Plan

| | | Yes Score 2 | Partial Score 1 | No Score 0 | Your Comments/ Action to be taken |
|-----|---|----------------|--------------------|---------------|---|
| 5.1 | Does your Emergency Evacuation Plan include a strategy for evacuating disabled students, staff, visitors and community users? Yes = strategy in place Partial = minor changes required No = no strategy in place | Y | | | PEEPs are in place. Fire Evac Plan covers use of Refuge areas and staff are trained to use Evac Chairs. |
| 5.2 | What proportion of your building(s) is easy to evacuate by people with mobility impairments and wheelchair users? See appendix for more information Yes = more than 75% Partial = 25-75% No = less than 25% | Y | | | All. Evac chairs are available on every floor. |
| 5.3 | Are there visual or vibrating alarms available for use in conjunction with proprietary or conventional alarm systems for hearing impaired students, staff or visitors? Yes = procedure/ equipment in place No = no procedure | | | N | |
| 5.4 | If there are upper floors are there means to ensure the evacuation of people with mobility impairment and wheelchair users? Yes = adequate/single storey Partial = minor changes No = substantial adaptations, please give comments | Y | | | Evac chairs are available on every floor. |
| | Total = 6 | | | | |

Section 6 – Internal circulation and access to facilities within the Academy

| | | Yes Score 2 | Partial Score 1 | No Score 0 | Your Comments/ Action to be taken |
|------------------|--|-------------------|--------------------|---------------|--------------------------------------|
| 6.1 | <p>Are internal circulation routes adequate for people with mobility impairments and wheelchair users? (minimum corridor width 1200mm)</p> <p>Yes = all apply Partial = minor changes No = substantial adaptations, please comment</p> | Y | | | |
| 6.2 | <p>What proportion of all teaching areas including library, ICT, music, drama, hall and stage are accessible to people with mobility impairments and wheelchair users?</p> <p>Yes = more than 75% Partial = 25% - 75% No = less than 25% Please note section 7 covers curriculum access in more detail</p> | Y | | | |
| 6.3 | <p>How practical is it to adapt any existing level changes?</p> <p>Yes = easy to adapt Partial = e.g. by a ramp/platform lift No = substantial adaptation required, please specify</p> | Y | | | |
| 6.4 | <p>What proportion of doors into teaching areas are suitable for wheelchair users? N.B. clear opening widths minimum 750mm, level thresholds, level door handles, space to approach and open door</p> <p>Yes = more than 75% Partial = 25% - 75% No = less than 25% Please comment on areas for improvement</p> | Y | | | |
| Total = 8 | | | | | |

Section 7 – Sensory and Communication facilities

| | | Yes or N/A Score 2 | Partial Score 1 | No Score 0 | Your Comments |
|-----|--|--------------------------|--------------------|---------------|--|
| 7.1 | <p>Is there any equipment for people with hearing impairments installed in the school hall? e.g. induction loop/infrared system/sound field system</p> <p>see appendix</p> <p>Is it regularly maintained?</p> <p>Yes = equipment + regular maintenance Partial = equipment without maintenance No = no equipment</p> | Y | | | This is not currently needed however, this is available and can be accessed/ installed easily if required. |
| 7.2 | <p>Is there any equipment for people/students with hearing impairments installed in any classrooms? e.g. induction loop/infrared system/sound field system</p> <p>Is it regularly maintained? If yes/partial please indicate how many classrooms in comments section</p> <p>Scoring as 7.1</p> | Y | | | This is not currently needed however, this is available and can be accessed/ installed easily if required. |
| 7.3 | <p>Has the Academy taken action to reduce noise in teaching areas, particularly open plan areas, to assist students with hearing impairments, e.g. through</p> <ul style="list-style-type: none"> • carpeting of teaching areas • use of curtains as dividers across any open doorways • use of free standing display boards • ensuring heating and lighting systems are quiet enough to enable good listening • ensuring any other equipment <p>Yes = noise reduced to a minimum in more than 75% of teaching areas</p> | Y | | | Silent corridors policy in place. No open plan teaching spaces. |

| | | Yes or N/A Score 2 | Partial Score 1 | No Score 0 | Your Comments |
|-----|---|--------------------------|--------------------|---------------|-----------------------|
| | <p>Partial = 25% to 75% of teaching areas</p> <p>No = less than 25% of teaching areas</p> | | | | |
| 7.4 | <p>What proportion of the signage in the Academy to facilities and lifts (external and internal) is both visual and tactile?</p> <p>For example, signs with embossed lettering, symbols and/or Braille</p> <p>See appendix</p> <p>Yes = more than 75%</p> <p>Partial = 25% - 75%</p> <p>No = less than 25%</p> | | | N | |
| 7.5 | <p>Is there good internal use of tonal and colour contrast to distinguish the boundaries of floors, wall, doors and ceilings? Are there contrasting step nosings on internal stairs/steps?</p> <p>See appendix</p> <p>For example, if the architrave is the same colour as the door but a different colour from the surrounding wall it may outline the door opening for some visually impaired users.</p> <p>Yes = good contrast throughout the building</p> <p>Partial = some contrast within the building</p> <p>No = no contrast within the building</p> | | Partial | | Step nosings in place |
| 7.6 | <p>Is there good external use of tonal and colour contrast to distinguish entrances? Are there contrasting step nosings on external steps? Are speed bumps and bollards clearly visible to pedestrians, i.e. contrast markings?</p> | Y | | | |

| | | Yes or N/A Score 2 | Partial Score 1 | No Score 0 | Your Comments |
|-----|---|-----------------------------------|----------------------------|-----------------------|-----------------------------|
| | <p>Yes = good contrast in all external areas</p> <p>Partial = some contrast in external areas</p> <p>No = no contrast externally</p> | | | | |
| 7.7 | <p>Is there a consistent good level of lighting around the Academy both internally and externally?</p> <p>Yes = good consistent lighting throughout the building and externally</p> <p>Partial = no external lighting but with good consistent lighting internally</p> <p>No = inconsistent lighting levels both internally and externally</p> | Y | | | |
| 7.8 | <p>What proportion of classrooms and teaching areas have blinds to reduce glare for visually impaired students?</p> <p>Yes = more than 75%</p> <p>Partial = 25% - 75%</p> <p>No = less than 25%</p> | Y | | | All classrooms have blinds. |
| | Total = 10 | | | | |

Supplementary Questions

Section 8 – Access to Curriculum Areas & Unique Facilities

This section is about access to curriculum areas and community activities in the Academy. The intention is to establish to what degree access to these areas can be achieved in your school *as a whole*, as opposed to a requirement of 100% physical access to all areas. Please see the worked example overleaf for guidance on how to complete this section. Note this is regarding pre Covid restrictions.

| Curriculum Area | | Total No. Teaching areas | No. of which accessible | Score see below | Comment |
|-----------------|---|--------------------------|-------------------------|-----------------|---|
| 8.1 | Art and Design | 3 | 3 | | |
| | Humanities | 8 | 8 | | |
| | Science | 9 | 9 | | |
| | Sport | 3 | 3 | | |
| | Mathematics | 6 | 6 | | |
| | English | 8 | 8 | | |
| | Languages | 6 | 6 | | |
| | ICT & Computing | 4 | 4 | | Laptop trollies are used so ICT is available throughout the building. |
| | Library | 1 | 1 | | |
| | Other, please specify Dining Area Admin Areas | 9 | 9 | | Sixth Form x 1 Dining Hall x 1 Admin x 1 Music x 1 Drama x 1 DT/ Food Tech x 4 |
| | | | Total 57 | | |

Part C: Summary

Has completing this self-audit questionnaire prompted any additional concerns on access issues in the Academy?

The new building meets the criteria.

Are there any plans for future extensions, adaptations to any buildings e.g. change of curriculum areas, or new community use, which might incorporate access improvements?

None are planned for the new site – the new building meets the criteria.

Appendix

1. Car Parking

Example of designated disabled parking bay

2. Ramps

Gradient and Landings

The key issue in the provision of a ramped access approach is the gradient of the ramp and the distances between landings (level area, resting point).

If the gradient and distance between landings is too great the wheelchair user may not have sufficient strength to propel up the ramp or have difficulty in slowing down or stopping when descending the ramp.

If a series of ramps to a building rise more than 2 metres an alternative means of access should be provided.

A ramp should have the lowest practical gradient.

Current Constructional Standards for Schools recommends

- a gradient of 1 in 20 if individual flights are no longer than 10 metres
- a gradient of 1 in 16 if individual flights are no longer than 6 metres
- a gradient of 1 in 12 if individual flights are no longer than 3 metres

Best practice (current British Standard 8300) recommends

- a gradient of 1 in 20 if individual flights are no longer than 10 metres
- a gradient of 1 in 15 if individual flights are no longer than 5 metres
- a gradient of 1 in 12 if an individual flight does not exceed 2 metres

Many people with mobility or visual impairments have difficulty using ramps; therefore it is recommended that steps complement ramped approaches.

3. Means of Escape

Points to consider:

- Are there any barriers to means of escape for disabled people?
- In multi-storey buildings with a lift is there an identifiable refuge (fire-protected space of suitable dimensions) or provision for assisted evacuation using a 'carry chair'?
- Are final exit routes from buildings as accessible to wheelchair users as entry routes?
- In parts of the building which may be used by people with hearing

impairments, is the audible alarm supplemented by visual means of warning?

Automatic fire detection and fire alarm systems (Building Regulations Part B 2000)

“Automatic fire detection systems are not normally required in the Office, shop and commercial, assembly and recreation, industrial storage and other non-residential occupancies”.

4. Door opening width

5. Aids to communication

A hearing enhancement system should be installed in rooms and spaces used for meetings and performances and at reception counters where the background noise level is high or where glazed screens are used.

An induction loop system is an assistive listening device which enables a Hearing Aid user to hear a sound source e.g. speaker without distractions or interference from background noises. An induction loop system consists of a microphone, amplifier/transmitter with the output connected to a continuous loop of wire that acts as an aerial and encircles the space.

An infrared system is an assistive listening device which converts a sound source into an infrared light signal which requires special headsets to receive the information.

6. Signage

Examples of embossed, symbol and Braille signage could be in place.

7. Step nosing

Examples of step nosing could be in place.

Each step nosing should contrast in colour and luminance with the remainder of the respective tread and should be on both the top of the step and front face of the step.

8. Colour and Tonal contrast

Colour is a means of providing information and communication within the environment. It is an essential component.

The creative use of colour in the environment can have an impact on people with disabilities. Too often it is given a secondary or cosmetic role. It can help people with a visual or cognitive impairment.

The above example illustrates that although there is a good level of colour contrast, tonal contrast is poor. Many people with visual impairments have difficulty with colour perception; therefore it is important that there is good tonal contrast.

For further information a CD rom "Colour and Contrast" is available from Dulux Trade: Tel 0870 242 1100

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