



Accessibility Audit

‘Looking closely at your school building is a great way for you to understand the needs of wheelchair users.’

Lauren, Kidz Board member

Aim

The audit is your chance to gather information to see if your school is accessible for wheelchair-users. Whizz-Kidz is a national children’s mobility charity working to give independence to disabled children. One of our objectives is to ensure that every physically disabled child fulfils their potential and leads an active childhood, at home, at school and at play.

Helping Whizz-Kidz

An essential part of Whizz-Kidz’ future is to increase its impact by placing the importance of independent mobility for disabled children firmly on the Government’s agenda and increasing public awareness through campaigning to help change many more young lives. With your help, Whizz-Kidz hopes to collate all the results we receive from schools like yours and create awareness of the importance of independent movement for disabled children.

Disability Discrimination Act

For education providers, new duties came into effect in September 2002 under Part IV of the DDA as amended by the Special Educational Needs and Disability Act (SENDA). These require schools, colleges, universities, providers of adult education and youth services to ensure that they do not discriminate against disabled people.

The next phase, which will require education providers to consider making physical changes, come into force in September 2005. This requires reasonable access for all visitors to premises, including people with physical and/or sensory disabilities.

Acknowledgement

With thanks to Bob Stiff, member of the Buckinghamshire Scouts Special Needs Team, for his help and advice.

Whizz-Kidz, Elliott House, 10-12 Allington Street, London SW1E 5EH.

Whizz-Kidz is the working name of The Movement for Non-Mobile Children. Registered Charity No. 802872

www.whizz-kidz.org.uk/schools





Three easy steps:

1. Read through the instructions carefully before you begin your audit and make sure you understand what is being asked.
2. Work through the survey item by item, making additional notes where necessary, along with photographs, sketches, etc.
 - Visit different areas within the school grounds to give you a complete result.
 - Be as accurate as possible
 - Record all measurements in centimetres.
3. Work from the completed audit to assess if any changes to your school need to be made.

Whizz-Tipz

- Please note that the questionnaire assesses accessibility for power wheelchair users, which are larger pieces of equipment than manual chairs. For a manual wheelchair user, smaller measurements may be more suitable.
- Wheelchair sizes for young people can vary greatly, but Invacare[®] Spectra Plus power chair provides a suitable guide when measuring an area for accessibility. The chair is easily manoeuvrable with a wide range of options, which makes it a good option for many different environments. It has full light set and indicators, anti-tippers for rear-stability and is available with seat riser and comfort seating options. It is:
 - **66cm** wide, so door widths should not be less than 84cm wide for a wheelchair to manoeuvre through
 - **1010cm** in length
 - **89cm** high
 - **51cm** from floor to seat
- Although the door width may be large enough for a wheelchair to enter, please take care to assess that the user would have enough space to turn their chair. This turning circle should be **96cm** and is essential to ensure a wheelchair user can manoeuvre their equipment successfully and safely.
- For further information on the equipment, please see:
 - Invacare - www.invacare.co.uk
 - Sunrise Medical - www.sunrisemedical.co.uk
 - Permobil - www.permobil.com



Contact name and position:	
School name:	
Address:	
Telephone:	
Email:	
Signed:	
Date:	

		Yes	No	N/A	Comments/Problems
PARKING AND APPROACH					
1.	Are suitable and sufficient identified parking bays provided for disabled people? (Should be less than 50m from entrance)				
2a.	Is there a kerb surrounding the car park?				
2b.	If 'yes', is there a ramp or dropped kerb?				
3.	Is the approach between car park/pavement and entrance free of obstacles?				
3a.	If 'no', please specify the obstacle. For example, loose paving, bollards, signs, benches, surface finish, drains, gravel, etc.				



		Yes	No	N/A	Comments/Problems
ENTERING MAIN BUILDING					
4a.	Is there a suitable ramp (if levels require it) to Main Entrance?				
4b.	If not, is there a suitable alternative entrance for individuals with mobility difficulties?				
ENTRANCE DOORS					
5.	If entrance doors open outwards, is there enough space for them to open without obstructing passage of wheelchair?				
6a.	Does the building have automatic doors?				
6b.	If 'yes,' which way do they open?				
6c.	If 'yes,' do they remain open long enough for a slow moving person to pass though easily?				
7a.	If there are manual doors, are they easy to open?				
7b.	Do they remain open during entry?				
7c.	Are handles at wheelchair-user height? (135cm above floor level)				
8.	Are the doors wide enough to allow an easy wheelchair manoeuvre? (84cm for single door and 168cm for double doors)				



		Yes	No	N/A	Comments/Problems
9a.	Do the doors enable wheelchair-users to see people approaching from the other side? (Clear visibility between 90cm and 150cm above floor level)				
9b.	If the doors are mainly glass, is there clear identification warning on the door?				
INSIDE THE BUILDING					
10a.	If there is a reception desk/facility in this building, is it clearly and logically placed?				
10b.	Is it of suitable height for a wheelchair user?				
11.	If there is a waiting area, is it suitably large and laid out for wheelchair users?				
12.	Are all internal floors level throughout?				
13.	Is the floor surface free of any access or tripping hazard?				
INTERNAL STAIRS AND LIFTS					
14a.	Is there a lift of a size to fit a wheelchair?				
14b.	If 'yes,' are the internal controls at accessible height? (135cm from floor)				



		Yes	No	N/A	Comments/Problems
IN THE CORRIDOR					
15.	Do all corridors used by visitors have enough room for reasonable circulation?				
16.	Are there any procedures that to ensure accessibility for all e.g. a one way system?				
IN THE CLASSROOM					
17a.	Is the door wide enough for a wheelchair?				
17b.	Are the spaces into which the door opens unobstructed? How does the door opening make it difficult / easier for a person in a wheelchair to enter?				
18a.	Is there level access into the room?				
18b.	If 'no', could access to the room be made easier? e.g. a ramp, wider door.				
CHAIRS, TABLES AND DESKS					
19.	Could a wheelchair-user use the desks/ workstations?				



		Yes	No	N/A	Comments/Problems
20.	Could a wheelchair-user move between the desks/ workstations?				
21.	Are all relevant facilities/ materials/ equipment within reach of wheelchair users? (135cm above floor level)				
22.	If storage is required for mobility equipment, is this adequate?				
TOILETS					
23a.	Is there a designated and properly equipped accessible toilet in the building?				
23b.	If 'yes,' is the facility adequate?				
23c.	If 'yes,' is there clear access for users? e.g. not used for storage				
23d.	If 'yes,' are emergency and lighting cords easily distinguished?				
24.	If there is no accessible toilet, is there one that could be used by a wheelchair user? (220cm long x 160cm wide)				
SIGNAGE					
25.	Are room signs at eye level?				



		Yes	No	N/A	Comments/Problems
EMERGENCY ACCESS					
30.	Are fire escapes for use by people with disabilities?				
31.	Are emergency procedures made clear to all? If a wheelchair-user needed to leave the classroom in an emergency describe the quickest and safest route.				
YOUR OPINION					
32.	Having looked at the schools facilities, do you think the building has reasonable access for wheelchair users?				
ASK THE HEAD!					
33.	What does your head teacher think of accessibility in schools? Is it likely that improvements to facilities will happen in the near future?				