



CORINIUM
EDUCATION
TRUST

Policy: Accessibility Statement

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1. Introduction

- 1.1. The Corinium Education Trust (the trust) is an ambitious and inclusive family of schools.
- 1.2. We aim to transform lives and strengthen communities:
 - We put children and young people first;
 - We inspire a lifelong love of learning and fellowship;
 - We challenge everyone to achieve more than we all first think is possible.
- 1.3. We act with courage and kindness.

2. Statement of intent

- 2.1. The trust is active in promoting an inclusive, positive environment; every pupil is given equal opportunity to develop socially, to learn and to enjoy school life.
- 2.2. The trust is committed to taking all steps to avoid placing anyone at a material disadvantage. Our headteachers and school staff work closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.
- 2.3. The trust continually looks for ways to improve accessibility across our schools through data collection, parent questionnaires and discussions.
- 2.4. This overarching Accessibility Statement informs our schools' policies and planning. Our principles and commitment to inclusion will be adhered to by all staff members, pupils and parents, trustees and governors, and visitors.

3. Equality statement

- 3.1. With regard to accessibility, we will comply with our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:
 - Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it; and
 - Promote mental health and wellbeing.
- 3.2. Details of specific duties are published under the equality statement and measurable objectives which are accessible via the individual schools' website.

4. Legal Framework

- 4.1. The Trust's overarching Accessibility Statement has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - United Nations Convention on the Rights of the Child
 - United Nations Convention on the Rights of Persons with Disabilities
 - The Education Act 1996
 - Human Rights Act 1998

- Education and Inspections Act 2006
- The Special Educational Needs and Disability Regulations 2014
- The Children and Families Act 2014
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'.
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

4.2. This statement operates in conjunction with the trust's strategy (2023-26) and the following at both Trust and individual school level:

Trust level:

- Admissions' Statement
- Behaviour Statement
- Curriculum Statement
- Data Protection Policy
- Equality Information and Objectives
- Early Years Foundation Stage Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Wellbeing Policy

School level:

- Admissions Policies
- Accessibility Plans

5. Definitions

- 5.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 5.2. In line with the Equality Act 2010, the trust does not unlawfully discriminate against pupils or members of staff because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

6. Roles and responsibilities

- 6.1. The **Board of Trustees** is responsible for:
- Monitoring the impact of the trust's overarching Accessibility Statement and receiving feedback on the effectiveness of our schools' accessibility policies and plans;
 - Approving the trust's over-arching Accessibility Plans before they are implemented.
- 6.2. The **Trust Lead (CEO)** is responsible for:
- Ensuring there is equality and fairness across the trust and all of our schools;
 - Ensuring the trust acts in compliance with relevant legislation and guidance at all times;
 - Ensuring that provision for pupils with special educational needs and disability (SEND) and other disadvantaged or vulnerable pupils is of a high-quality and that every pupil's needs are met with the appropriate allocation of staff and resources.

- 6.3. The **Director of Finance and Operations** is responsible for:
- Supporting the Trust Lead (CEO) in analysing and planning for the future needs;
 - Working with the Trust Lead (CEO) to ensure that the trust and all schools within the Trust have staffing structures and processes which support high quality education for all children;
 - Ensuring the efficient functioning of all schools within the trust, including the health, safety and welfare of all children and staff.
- 6.4. **Headteachers** are responsible for:
- Creating school Accessibility Policies and auditing Accessibility Plans with the intention of improving their schools' accessibility, in conjunction with the Trust Lead (CEO) and their schools' local governing bodies;
 - Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary;
 - Establishing whether a new pupil has any disabilities or medical conditions of which their school should be aware;
 - Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise;
 - Working closely with their local governing bodies, the trust and external agencies to effectively create and implement the trust's and their individual schools' Accessibility Plans;
 - Working closely with their individual schools' SENDCOs and local governing bodies to ensure that pupils with SEND are appropriately supported.
- 6.5. Staff members are responsible for:
- Acting in accordance with the trust's overarching Accessibility Statement, their individual school's Accessibility Policy and Accessibility Plan at all times;
 - Ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 6.6. All staff members and those responsible for governance participate in whole-school training on equality issues related to the Equality Act 2010.

7. Accessibility plans

- 7.1. The trust's schools' Accessibility Plans demonstrate how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. They are freestanding documents. These Accessibility Plans complement and support the trust's overarching Equality Statement and Objectives, as well as the trust's Special Educational Needs and Disabilities (SEND) policy.
- 7.2. The trust's schools' Accessibility Plans share the following three key aims:
- To increase the extent to which pupils with disabilities can participate in the curriculum;
 - To improve and maintain our schools' physical environments to enable pupils with disabilities to take advantage of the facilities and education on offer;
 - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

- 7.3. The trust expects schools to provide projected plans for a three-year period. If it is not feasible for a school to undertake all the plans/works during the lifespan of its Accessibility Plan, some items will roll forward into subsequent plans. The trust ensures all of our schools are able to prioritise funds to provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 7.4. In addition to our inclusive practice for children with SEND, other significant and successful actions to improve accessibility across the trust's schools include:
- New accessible toilets included in the refurbishment of Chesterton Primary School;
 - Multi-sensory and quiet breakout rooms at the Communication and Interaction Unit at Chesterton Primary School;
 - Changing facilities for personal care for pupil with complex needs at Siddington C of E Primary School;
 - Provision of ramps, hand rails and accessible facilities in all new or recently refurbished areas at Cirencester Deer Park School;
 - Installation of a hearing loop in the main hall at Cirencester Deer Park School;
 - Personal Evacuation Plans are written and tested for individual pupils;
 - Staff training by specialists (for example visual impairment and ASC);
 - Specialist aids and equipment for practical subjects;
 - Resources printed on coloured paper as required and specific for individual pupils.
- 7.5. Our schools' Accessibility Plans are used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. They are used to inform other trust and school planning documents and are reported upon annually in respect of progress and outcomes.
- 7.6. The trust's schools collaborate with Gloucestershire County Council to effectively develop and implement their plans. Gloucestershire County Council will prepare accessibility strategies based on the same principles as a school's Accessibility Plan. Gloucestershire County Council will also provide auxiliary aids and services where necessary to help a school provide suitable support to pupils with disabilities.
- 7.7. An access audit will be undertaken annually by each school's headteacher, SENDCO and local governing body. The trust recommends the use of its Accessibility Audit Checklists (Annexes 1-9).
- 7.8. The trust's schools publish their Accessibility Plans on their school websites and headteachers and local governing bodies will make these available to inspectors.

8. Equal Opportunities

- 8.1. The trust aims to ensure that across all schools all existing and potential pupils are given the same opportunities. We are committed to developing a culture of inclusion, support and awareness. Our schools' Accessibility Plans detail any barriers which are hindering the opportunities for pupils with SEND. The aim of each school's plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

- 8.2. Across the trust, all staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. All schools within the trust will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

9. Admissions

- 9.1. The trust ensures all of our schools act in accordance with their Admissions' Policies. The same entry criteria is applied to all pupils and potential pupils.
- 9.2. The trust ensures each school supports pupils with SEND by making any reasonable adjustments necessary during assessments such as SATs and GCSE examinations.
- 9.3. The trust does not put any pupil at a material disadvantage; reasonable adjustments are made prior to any pupil with SEND starting at one of our schools. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of their individual school's community. This is exemplified at Chesterton Primary School where pupils registered in the Communication and Language Unit are integrated into curriculum activities alongside their peers.
- 9.4. The trust's schools actively seek information on future pupils and their needs in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to transition meetings and activities prior to pupils starting school in order to discuss their specific needs and support their induction.

10. Curriculum

- 10.1. The trust is committed to providing a healthy environment that enables full curriculum access and across all of our schools we value and include all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of their school's curriculum due to their disabilities or impairments. The trust expects all schools to use adaptive practice to ensure the curriculum provision enables all pupils to feel secure and make progress.
- 10.2. Appropriate staff in each school, such as subject leaders, class teachers and the SENDCO work together to adapt pupils' Individual Education Plans (IEPs), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 10.3. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 10.4. The trust ensures that all schools follow established procedures for the identification and support of pupils with SEND. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

11. Physical environment

- 11.1. All schools make specialist resources available for pupils with visual impairments, such as large print reading books. Teaching assistants/partners are deployed to implement specific literacy, numeracy, speech and language programmes.
- 11.2. The trust is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within their school. There should be no parts of a school to which pupils with disabilities have limited or no access.
- 11.3. The trust's schools have toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. In our primary schools, there are provisions for personal care.
- 11.4. The trust ensures that where entrances to school buildings are not flat, ramps or alternative level access points are available. Wide doors are fitted in most areas to allow for wheelchair access. Corridor flooring and lighting is designed to support those who are visually impaired.

12. Monitoring and review

- 12.1. The trust's overarching Accessibility Statement is reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The Trustees review this statement with the Trust Lead (CEO) and Director of Finance and Operations.
- 12.2. At school level, headteachers review their Accessibility Policies and Plans annually in collaboration with their SENDCOs and local governing bodies.
- 12.3. Equality impact assessments are undertaken as and when school policies are reviewed.

Appendix 1: Access Audit Checklist 1 – Car Park and Approach

1	Description	Access rating	Urgency rating	Notes
	Parking			
1.1	Is the building within convenient distance of a public highway to enable people to use public transport?			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.
1.2	Is there car parking for disabled people or people with reduced mobility?			Accessible parking should be within a 50-metre distance of entrance.
1.3	Is there an appropriate number of accessible parking spaces?			General guidance is 5-6% of total parking.
1.4	Are accessible parking bays marked out and easily identified?			As a minimum there should be side chevrons, but ideally chevrons on three sides as you enter the parking space so people removing wheelchairs or walkers from the boot can do so safely.
1.5	Are there directions and/or signs to easily locate the accessible parking?			Signs and markings so that someone looking for accessible parking can easily find it.
	Routes and pathways			
1.6	Is the route from the car park to the building clearly marked/found?			This is normally wayfinding signage at the car park or on buildings directing people.
1.7	Is the route free of kerbs and does it have sloped access at appropriate points?			
1.8	Is there an option for a quiet route for pupils that might struggle in busy and noisy environments?			This is useful for pupils with autism and/or mental health issues that are perhaps having a low mood day.
1.9	Is there tactile paving built into sloped paths and other crossing points?			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.
1.10	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?			People who use sticks, walkers or a wheelchair can have difficulty on slippery surfaces.
1.11	Is the route wide enough to allow wheelchair users and others to pass each other?			1.1m – 1.5m width of path
1.12	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?			Try to ensure good colour contrast or lighting built in or around obstacles.

1	Description	Access rating	Urgency rating	Notes
1.13	Are routes adequately lit?			These could be lighting on the side of buildings, or bollard lighting on the side of the paths.
1.14	Is wayfinding signage easy to see and navigate?			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.
1.15	Is the route level or gently sloping?			Gradient should ideally be no steeper than 1:20.
1.16	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?			Ideally keep to 50 metres from the accessible car parking to the entrance.
1.17	If steps are part of the route to the building, do they have contrasting nosing on the steps and a handrail?			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.
1.18	Are there contrasting surfaces at the top and bottom of steps?			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.
1.19	Do steps have lighting available?			Lighting to show up steps at night.
Action		Date by		Owner

- Access rating – (1= very bad to 5 = very good)
- Priority rating – (1= non-priority to 3 = high priority)

Appendix 2: Accessibility Audit Checklist 2 – Entrance and Doors

2	Description	Access rating	Priority rating	Notes
2.1	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)			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.
2.2	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)?			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.
2.3	If the push pad or security swipe entrance is fitted, is it clearly marked and easy to access for all people?			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?
2.4	If the door is glass, is it visible when shut?			Glass doors and surrounding panels should have coloured markings to distinguish them as a surface, so people don't walk into them.
2.5	Does the entrance door clearance when opening permit passage of a wheelchair user?			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.
2.6	Does it have a level or flush threshold, and a recessed matwell?			Check that the nap of the matwell is in line with the entrance direction, not angled as this can cause wheels on pushchairs and wheelchairs to veer off to one side and possibly into the path of others.
	Internal doors			
2.8	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?			This is to enable a wheelchair user or someone using a walking aid to easily open the door without banging their wheelchair or walker.

2	Description	Access rating	Priority rating	Notes
2.9	Are door handles of a type easily used by all people?			Lever handles are better than round handles and should be at a height that is easy to access.
2.10	Are door handrails at a height for standing/sitting use, and are door handles clearly distinguished?			This can be the colour of the handles or a backing plate that gives good contrast.
2.11	Can it be easily grasped and operated?			
2.12	If the door has an open/close mechanism does it have: (a) delayed action? (b) slow-action? (c) low resistance weight?			
2.13	If the door is power-operated does it have visual and tactile information explaining this?			
2.14	If there is a lobby between two sets of doors, do the inner and outer doors meet the same criteria?			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?
2.15	Does the clear opening width of doors permit wheelchair access?			Internal door requirements: new build 800-825mm, existing 750-775mm
2.16	Are door mechanism functions checked regularly?			Door mechanisms can become stiffer over time, especially if not often used – they should be checked routinely.
Action		Date by		Owner

- Access rating – (1= very bad to 5 = very good)
- Priority rating – (1= non-priority to 3 = high priority)

Appendix 3: Accessibility Audit Checklist 3 – Horizontal movement fixtures and fittings

3	Description	Access rating	Priority rating	Notes
3.1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?			1.5 meters is the recommended minimum width, although some historic and older buildings may be narrower than this.
3.2	Is each corridor free from obstruction to wheelchair users and from hazards to people with impaired vision?			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.
3.3	Are there good colour contrasts between walls, doors and flooring to enable people with a visual impairment to navigate and detect hazards?			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)
3.4	Are corridors noisy and echoey when walking or talking?			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.
3.5	Do lobbies allow all users to clear one door before approaching the next with minimal manoeuvre?			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.
3.6	Is turning space in lobbies adequate?			Normally marked as a 1.5 metre area, but some powered chairs might need a larger area.
3.7	Are doors within corridors and entering rooms accessible? (See section 2 – doors)			Reminder that section 2 may be needed along with this section.
3.8	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?			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.
3.9	Are there visual clues for people to navigate?			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.

3	Description	Access rating	Priority rating	Notes
3.10	Do floor surfaces:			
	(a) allow ease of movement for wheelchair users? (b) avoid light reflection and sound reverberation?			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. 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.
3.11	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?			As with external signage (section 1, A14) consideration should be given to location, contrast, fonts and imagery used.
3.12	Is lighting designed to meet a wide range of needs?			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.
3.13	Are rooms maintained to reduce hazards for people with visual disabilities?			
3.14	Are there quiet spaces for people to go when needed?			Some people may have low moods or sensory overload; having a quiet area will help them manage this.
3.15	Can you adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas?			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
3.16	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.

3	Description	Access rating	Priority rating	Notes
3.17	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?
3.18	Are furniture, whiteboards, books, resources etc. at a height and location that allows them to be accessed by all?			Consider height so that all can reach and interact, and consider location regarding obstacles preventing people to access.
3.19	Are serveries/counters accessible to all users, including those with hearing impairments?			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?
3.20	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			This might be in assembly, in the dining area or in a sports hall where fixed seating or benches are used.
3.21	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?			Consider height of coin slot, information displayed and how items are dispensed.
3.22	Are all fittings readily distinguishable from their background?			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.
3.23	Where there are display stands, bookstalls etc., are they visible/reachable/accessible by people with disabilities?			

3	Description	Access rating	Priority rating	Notes
3.24	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?			
3.25	Is the main reception area equipped with induction loops for people with hearing aids?			
3.26	Are all areas for assemblies/meetings equipped with an induction loop system?			Some areas may not be suitable and there are different solutions depending on building, location and need – consider getting advice.
3.27	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
3.28	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.
3.29	Is the functioning and operation of induction loops checked regularly?			Should be checked at least monthly, ideally more.
3.30	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.
Action			Date by	Owner

- Access rating – (1= very bad to 5 = very good)
- Priority rating – (1= non-priority to 3 = high priority)

Appendix 4: Accessibility Audit Checklist 4 – Vertical Movement

4	Description	Access rating	Priority rating	Notes
4.1	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.
4.2	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?			
4.3	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.
4.4	Are any level areas between flights or at the top/bottom of stairwells clearly lit?			
4.5	Are the risers and treads of step/stairs consistent, and are step nosing's clearly identifiable through colour change?			See section 1 - A17. Additionally, consider checking the type and depth of step to ensure evac chairs can be used where relevant
4.6	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?			Consider a range of users and potentially supporting people/dogs, plus people needing to evacuate using an evac chair.
4.7	Is any short rise within a single storey ramped; if so, is the ramped surface indicated, and is it slip-resistant?			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.
4.8	Are all ramp gradients easily negotiated?			As above

4	Description	Access rating	Priority rating	Notes
4.9	If a permanent ramp cannot be provided (perhaps in a listed building) can a moveable ramp be made available?			As above
4.10	Are steps available as an alternative to any ramp or ramped surface?			Some people may find using steps easier than a ramp.
4.11	Where level change is less than a full storey in height is a power-operated lift appropriate?			
	Platform lifts			
4.12	Are the controls at both levels and within the lift identifiable, and reachable from sitting and standing levels, and have a handrail for people with limited balance? Is audio/visual information available for blind people?			Controls to call the lift should be around 900mm from the ground, same as internal controls which should also have tactile markings so blind people know what button they are pressing. Is there audible and visual information regarding the floor people are on? Is there a handrail for people with limited balance?
4.13	Is the platform suitable for different types of wheelchair users, and can wheelchair users manoeuvre onto the lift?			Consider how using the lift can be made independent rather than having to ask people for assistance or a key to use.
4.14	In the event of a power failure does the platform return to lower level?			
4.15	Is the equipment maintained and its operation checked regularly?			
	Stairlifts			As above
4.16	Are the controls at all levels identifiable, and reachable from sitting and standing levels?			
4.17	Is the platform adequate for wheelchair use and manoeuvre?			
4.18	Is the approach convenient and safe at all appropriate landings?			

4	Description	Access rating	Priority rating	Notes
4.19	Does the stairlift have a 'soft-start' action?			
4.20	When not in use is the platform powered to fold away to avoid obstruction?			
4.21	In the event of a power failure does the platform return to lower level?			
4.22	Is the equipment maintained and its operation checked regularly?			
	Lift			
4.23	Is the lift's location clearly defined by visual and tactile information?			
4.24	Are controls at all floors visible, identifiable and reachable from sitting and standing levels?			See above
4.25	Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			
4.26	Does the lift door open widely enough for wheelchair user access?			
4.27	Does door operation allow slow entry and exit?			
4.28	Do the lift car internal dimensions allow sufficient space for a wheelchair user and PA?			Minimum 1100mm wide x 1400mm deep
4.29	Does the car have appropriate support rails?			
4.30	Are the lift car controls, including emergency call, located within reach of all users and with visual and tactile information?			
4.31	Is there audible floor indication?			

4	Description	Access rating	Priority rating	Notes
4.32	Is the lift an 'evacuation lift?			
4.33	Is the lift regularly maintained and its functional operation routinely checked?			
Action			Date by	Owner

- Access rating – (1= very bad to 5 = very good)
- Priority rating – (1= non-priority to 3 = high priority)

Appendix 5: Accessibility Audit Checklist 5 - Toilets and Changing Areas

5	Location	Access rating	Priority rating	Notes
	General toilets			
5.1	Do all lavatory areas have slip-resistant floors?			
5.2	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.
5.3	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.
5.4	Are washing and drying facilities at a height and have the access for a wheelchair user to use?			
5.5	Are all door fittings/locks easily gripped and operated?			
5.6	Are mirrors positioned at a height and location suitable for all users?			Consider having larger mirrors that support all users.
5.7	Is the location of the different toilets clearly signed?			This might include male, female, unisex, accessible, Changing Places, staff, pupils, visitors or baby changing.
5.8	Do you have a wider cubicle within the general toilets that could be used by someone with limited mobility?			
5.9	Are handrails fitted to the larger cubicle?			
5.10	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement			

5	Location	Access rating	Priority rating	Notes
	Accessible toilets			Accessible toilets can be complex, consider looking at CAE Accessible Toilet guide
5.11	Is the accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?			<p>Accessible toilet should be 2200mm x 1500mm minimum to allow manoeuvring.</p> <p>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.</p>
5.12	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?			
5.13	Is the flush on the same side as a person would transfer to make it easier to reach?			
5.14	Is the entry door to the accessible toilet of a type that is easily used by a range of people with limited mobility?			
5.15	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?			
5.16	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.

5	Location	Access rating	Priority rating	Notes
5.17	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?			
5.18	Are the door fittings/locks and light switches easily reached and operated?			
5.19	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?
5.20	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.
5.21	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.
5.22	Are handwashing and drying facilities within reach of someone seated on the toilet?			
5.23	Are the taps appropriate for use by someone with limited dexterity, grip or strength?			Lever or automatic taps are the best design for all.
	Changing area			
5.24	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 http://www.changing-places.org/ for more information.
5.25	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.

5	Location	Access rating	Priority rating	Notes
5.26	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.
5.27	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.
5.28	Are clothes hooks/lockers of a suitable size and height to meet all users' needs?			
5.29	Are locker locks easy to use for people with limited dexterity or strength?			
5.30	Do you offer gender neutral toilet facilities?			
Action		Date		Owner

- Access rating – (1= very bad to 5 = very good)
- Priority rating – (1= non-priority to 3 = high priority)

Appendix 6: Accessibility Audit Checklist 6 – Fire exits

6	Description	Access rating	Priority rating	Notes
6.1	Is there a visible as well as audible fire alarm system in all parts of the building, including toilets and stairwells?			
6.2	If there are no visual alarms in place, do you provide a pager system for deaf staff/pupils?			
6.3	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?
6.4	Is evacuation from upper and lower levels possible using:			
	<ul style="list-style-type: none"> a) an evacuation lift /platform lift with a protected power supply? b) Caterpillar platform lifts? c) an evac chair? 			This is a motorised platform for power wheelchair users that enables people to stay in their wheelchair while they evacuate down or up stairs.
6.5	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.
6.6	Do disabled staff and pupils have individual PEEPs?			A Personal Emergency Evacuation Procedure is an individual evacuation plan for a pupil or staff member.
6.7	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.
6.8	Are PEEPs and GEEPs checked regularly for effectiveness and any changes in situation for the person?			

6	Description	Access rating	Priority rating	Notes
6.9	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.
6.10	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.
6.11	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?			
6.12	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.
6.13	Are all fire warning devices and detectors checked routinely and regularly?			
Actions		Date		Owner

- Access rating – (1= very bad to 5 = very good)
- Priority rating – (1= non-priority to 3 = high priority)

Appendix 7: Accessibility Audit Checklist 7 – Information

7	Description	Access rating	Priority rating	Notes
7.1	Do you publish on your website information on the accessibility of your premises and services?			all schools must publish an accessibility plan
7.2	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
7.3	Is there a tactile plan or diagram of the building?			
7.4	Are there large-print versions of information about the building/services/activities available?			
7.5	Is there Braille information about the building/services/activities available for people with visual impairments?			
7.6	Is there an audio version of information about the building/services/activities available?			
7.7	Are there BSL/Makaton videos/information about the building/services/activities available?			
7.8	Is there Easy Read information about the building/services/activities available?			
7.9	Are there alternative-format reading books available in the library?			

7	Description	Access rating	Priority rating	Notes
7.10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?			
7.11	Where a payphone is provided does it have a hearing aid coupler?			
7.12	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
7.13	Are mechanisms in place to communicate with disabled parents in an accessible way e.g. email, fax, letter, phone?			
Actions		Date		Owner

- Access rating – (1= very bad to 5 = very good)
- Priority rating – (1= non-priority to 3 = high priority)

Appendix 8: Accessibility Audit Checklist 8 – Equality adjustments

8	Description	Access Rating	Priority Rating	Notes
8.1	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.
8.2	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.
8.3	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.
8.4	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.
8.5	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.
8.6	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?			
8.7	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?			
Actions		Date		Owner

- Access rating – (1= very bad to 5 = very good)
- Priority rating – (1= non-priority to 3 = high priority)

Appendix 9: Accessibility Audit Checklist 9 – Additional Elements

9	Description	Access rating	Priority rating	Notes
9.1.				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.
9.2				
9.3				
9.4				
9.5				
9.6				
9.7				
9.8				
9.9				
Actions		Date		Owner

- Access rating – (1= very bad to 5 = very good)
- Priority rating – (1= non-priority to 3 = high priorit

Document History

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September 2021	New overarching statement for The Corinium Education Trust - sets out expectations for school accessibility policies and plans.	CXH	September 2024
October 2023	Revised and developed to include reference to the trust's core values (1) and equality statement (3). Lists (4.1 and 4.2) put in chronologic or alphabetical order. Chief Executive replaced with Trust Lead (CEO) and The Corinium Education Trust reduced to 'the trust' after first mention to reduce repetition. Changed from 3 yearly to annual review. New annexes added: Accessibility Audit Checklists 1-9 (adapted from Norfolk County Council's toolkit).	CXH	October 2024