

Solihull Sixth Form College July 2024

SCHOOL ACCESS AUDIT CHECKLIST



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School Access Audit Checklist – Solihull Sixth Form College July 2024

Questions	Yes / No	Details
Checklist 1 - Approach Routes & Street Furniture		
1.1 - Is the school within convenient walking distance of:- _ Public Highway and Pathways? _ Public Transport e.g. Bus Stops? _ Car parking? (For car parking refer to Checklist 2)	Y	
1.2 - Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are DeafBlind?	Y	Drop kerbs ✓
1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?	Y	
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	Y	
1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	Y	
1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	Y	

1.7 - Free from hazardous building features such as outward opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?	Y	
1.8 - Adequate seating provided along routes? Is there seating where parents wait to pick up / drop off their children?	Y	There are a number of outdoor benches (with arms) positioned around the external grounds of the college

Checklist 2 - Car Parking		
2.1 - Are accessible bays provided for badge holders?	Y	There are a number of accessible bays to the front and rear of the college site
2.2 - Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	Y	
2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheel chair parked alongside?	Y	
2.4 - Close enough to facilities the car park serves?	Y	
2.5 - Routes from parking area to school entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?	Y	Demarcated pedestrian pathways
2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?	Y	Demarcated pedestrian pathways

Checklist 3 - External Ramps		
3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	Mostly	Demarcation required for ramps that lead to a step – to be carried out as part of annual maintenance
3.2 - Suitable handrails on each side?	Y	
3.3 - Surface slip-resistant, firmly fixed and easy to maintain?	Y	Surfaces to be reviewed and resurfaced in line with ongoing cycles of site maintenance
3.4 - Edges protected to prevent accidents?	Mostly	Ongoing maintenance
Checklist 4 - External Steps		
4.1 - Visual and tactile warnings at the top and bottom of steps?	Limited	Yellow demarcation to be refreshed on all external steps throughout the campus as part of summer / ongoing maintenance
4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?	Y	
4.3 - Lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?	Autumn term 2024	SENDCo and Site Manger to carry out a site walk during dusk/darker periods to ensure all outside (internal and external) routes are well lit Since the previous audit lighting around the campus has been improved along with the lopping and pruning of large trees and bushes preventing light be cascaded around the rear areas of the site.
4.4 - Treads long enough and all of the same length?	Y	Most entrances are flush to ground or have a ramped access Treads to steps are long enough and all of the same length

4.5 - Risers shallow enough, all of the same height, and unlikely to trip users? Are there open risers?	Y	
4.6 - Nosings readily identifiable? If nosings are painted, is the paint still durable with no wear and tear?	N	All nosing's to external steps need painting or repainting due to weathering. This should be scheduled as either ongoing maintenance or caried out annually during the summer holiday period.
Checklist 5 - Entrances"		
5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	Y	
5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Y	
5.3 - Level or flush threshold?	Y	
5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?	N/A	
5.5 - Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?	Y	
5.6 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?	Partially	Automatic with the exception of the new Hamilton Block where the entrance door does not have an automatic opening, it is large and heavy and has a high handle, not wheelchair or other physical disability friendly despite facilities within being accessible. The door is compliant with H&S fire regulations.

5.7 - Door closer of appropriate type? Can the door be easily opened single handedly?	Y	Automatic
5.8 - Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	N/A	
5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?	Y	
5.10 - Weather mat of firm texture and flush with floor?	Y	Appropriate hardwearing carpet securely fitted rather than a mat.
Checklist 6 - Reception Areas and Lobbies"		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	Y	
6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	Y	
6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	Y	
6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	Y	
6.5 - Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?	N	

Checklist 7 - Corridors and Internal Surfaces

7.1 - Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?	Y	
7.2 - Free from obstruction to wheel chair users and from hazards to people with impaired sight? Are there any internal columns that have a lack of colour contrast?	Y	Ongoing point for consideration when resources and displays are updated.
7.3 - Are all key facilities within the school accessible for all users? Eg Sport Hall, Main Hall, Music Room, Changing Room etc. Where there are facilities not available can these be 'swopped' with a standard classroom?	Y	Timetabling considerations are made should learners/colleagues require access to particular rooms or facilities.
7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	Y	
7.5 - Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)	Y	Ongoing point for consideration when displays are updated.
7.6 - Floor surfaces slip-resistant? Bright, boldly patterned floors avoided? Busy or distracting wall coverings avoided?	Y	

Checklist 8 - Internal Doors		
8.1 - Distinguishable from surroundings?	Y	
8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	Y	
8.3 - Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)	Mostly	As areas are updated as part of an ongoing cycle of maintenance glass panel doors are installed
8.4 - Clear opening width sufficient for a wheel chair user? Adequate space available alongside leading edge for a wheel chair user to open the door while clear of the door swing?	y	Weight of internal doors to be considered. A number of the buildings have automatic main doors but then have older style or heavier fire safety internal doors which could pose difficulties to learners with dexterity/mobility needs.
8.5 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	Mostly	To be considered as parts of the building are updated
8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	y	See 8.4 notes
Checklist 9 - Internal Ramps		
9.1 - Ramp available for short rise within single storey?	Y	Where required

9.2 - Wide enough and suitably graded? Surface slip resistant?	Y	
9.3 - Exposed edges protected to prevent accidents?	Y	
9.4 - Suitable handrail each side?	Y	
Checklist 10 - Internal Stairs		
10.1 - Treads long enough and each of same length?	Y	
10.2 - Risers shallow enough, all of the same height, and unlikely to trip users?	Y	
10.3 - Nosings readily identifiable?	Y	
10.4 - Suitable handrails on each side? Do handrails extend 300mm beyond the first and last step pitch-line? Are handrails suitably colour contrasted?	Y	
10.5 - Landings big enough and provided at intermediate levels in a long flight?	Y	

Checklist 11 - Lifts

11.1 - Passenger lift available for vertical circulation within a building of more than one storey?	Y	
11.2 - Car dimensions sufficient to allow space for wheel chair user? Door opens wide enough for wheel chair users?	Y	
11.3 - Support rails in car appropriately designed and positioned?	Y	
11.4 - Is there a mirror within the lift car?	Y	
11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?	Y	
11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?	Y	
11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?	To newer style lift cars	
11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?	To newer style lift cars	
Checklist 12 - WC Provision & Changing Areas		

12.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	Variable	Size of cubicles (female toilets) to be reassessed around site during refurbishments to ensure manoeuvring is manageable for all users.
12.2 - Slip-resistant floors throughout?	Y	
12.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	Y	
12.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	Y	
12.5 - Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	Variable	Consideration during refurbishments/replacements
12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	Y	
12.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	n/a	There are a number of accessible bathrooms throughout the site and in each of the campus buildings.
12.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	Y in PE block	

Checklist 13 - WCs: Wheelchair Users – A care room has been fitted to the main corridor after consultation with PDSS / OT

13.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	Y	
13.2 - Travel distance to a suitable WC no greater than that for able-bodied people?	Y	
13.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	Y	
13.4 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?	Y	
13.5 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	Y	

13.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?	Y	
13.7 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	Y	New Malvern accessible bathroom to be installed summer 2024.

13.8 - Is there a back rest provided to the toilet pan?	Y	
13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	Y	
13.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	Y	See above
13.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	Y	
Checklist 14 - Facilities		
14.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	Y	
14.2 - Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	Variable around site – could be made available if required by learners/colleagues	
14.3 - Are a number of chairs with armrests available within each classroom?	N	Should this be required chairs could be transferred from other areas of the college

14.4 - Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?	Y	Counters are at a suitable customer height
	N	No induction loop

14.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?	n/a	
14.6 - Does the dining room have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	Y	
14.7 - Is there a dropped counter and an induction loop available for the Library counter?	Y	There is a dropped counter in both the learning resource centre and library.
14.8 - Where there are IT facilities i.e. within classrooms and the Library (if applicable) are height adjustable computer desks available?	Y	
14.9 - In the Main Hall, is the stage raised? If so what is the current procedure for wheelchair users? For an example when receiving awards on Speech Day?	N / A	Floor is used rather than staging
Checklist 15 - Way Finding		
15.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	Y	

15.2 - On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheel chair users with lower eye levels?	Reasonably	Screens are high however information displayed is clear and of a large font size
15.3 - Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access? (Wheelchair symbol)	Y	A map of the campus held at the main reception locating where the w/c accessible facilities are would be advantageous.
15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	N	

15.5 - Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?	N	
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Checklist 16 - Lighting & Acoustics

16.1 - Lighting designed to meet a wide range of users needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	Y	LED lighting is being rolled out through the college
16.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?	In some parts of the college	
16.3 - Are classrooms appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?	Y	

16.4 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?	y	
16.5 - Good balance of hard and soft surfaces?	y	
16.6 - Are induction loops fitted within the key areas i.e.- Main Hall, Sports Hall, key study areas e.g. Music Room.	n	
Checklist 17 - Means of Escape		
17.1 - Audible alarm system supplemented by visual system?	Y	Illuminate green signage for exits
17.2 - Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	Y	
17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	Y	
17.3 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	N	EVAC chairs to floors where lifts are available. CS and KS are trained to train EVAC users – leaders to ensure adequate number of EVAC trained staff in each of the buildings – relaunch in Sept 2024
17.4 - If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?	See above	Safe/ refuge area to be identified in each building (posters) with upper floors, to be known by all staff including specific learners and staff. Details to be available and clear to emergency services in the event of a person(s) unable to evacuate.
Checklist 18 - Building Management		
18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	Y	

18.2 - Accessible parking; Designated spaces not used by nondisabled drivers and kept free from obstructions?	Y	
18.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	Y	
18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	Y	
18.5 - Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?	Y	

Points for consideration

Please find below suggestions that should be considered as part of your ongoing cycles of maintenance, refurbishment, and commitment to improving accessibility at Solihull Sixth Form College.

- Yellow demarcation to all external steps required to identify nosing's – ongoing maintenance action Summer/autumn term
- Automatic doors fitted to all buildings to strengthen existing accessibility – main doors to Malvern have been assessed with a view to automatic doors being fitted. Far door (car park side) to be reassessed and costed in line with DfE Conditions Survey in August. New build is being costed for automated doors.
- Hamilton building doors to be kept open during college hours.
- Weight of internal doors/ door closers to be light enough to easily open thereby requiring minimum pressure for people with dexterity/mobility difficulties – identify specific doors in each of the buildings. **Some doors are now activated by card** (rear door art block, Hamilton, Malvern entrance facing art block)
- Malvern is propped open during college hours / other areas to be monitored and supported on a user basis (timetabling considerations for learners and colleagues to be given)
- **Ramped area to Additional Learning Support Area (Malvern building) to be completed with appropriate handrails**, surface and automated door (each end)
- Accessible bathroom to Malvern building – scheduled for summer 2024 (right hand access to be considered in support of a learner)
- All w/c cubicles to be re-checked around site to ensure they are wide enough for all users to manoeuvre in and out of, for example, it was noted that the cubicles in Hampton ground floor ladies toilets are extremely narrow and further impeded by the installation of tissue storage units on the walls.
- **Frequency of tests of red alarm cords in accessible bathrooms to be confirmed by site manager – monthly checklist**
- Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities? To be considered during updates
- **Frequency of lift servicing to be confirmed by site manager – PPM register for servicing. Hampton lift mechanics are being replaced summer**

- Auditing of colleagues trained in using the EVAC chairs around site to be carried out ensuring adequate numbers of colleagues have been trained in each of the buildings with upper/basement floors that have lifts installed - CS and KS have had train the trainer training. Leaders to promoted the need for more colleagues to undertake the training 2024/2025 so that support is readily available in each area. **Clear evacuation procedures are in place with the support of fire marshals.**

Action: CS and KS to speak with SLT re wider EVAC training of staff – Sept relaunch and revisit during evacuation updates throughout the year

Visitor GEEP guidance to be shared with main reception

Timetabling to be considered on an individual basis for members of staff and learners

Going forward all reviews of PEEPs to consider fire exits for ease of exit leading to nearest Muster Points (ME for learners / HR to liaise with line managers and colleagues – all to be reviewed in readiness for Sept 2024 and new plans to be written during induction, all line managers to be informed of their support and responsibility including returning to work meetings and accompanying risk assessments). Lockdown

For there to be a culture of consideration and confidence for individuals to request for meetings to be held in a more appropriate/accessible venues (if required)

- Appropriate upstairs refuge areas to be identified, shared with all colleagues and wheelchair users to ensure that in the event of a fire and EVAC support being unavailable that a safe space for emergency services to access is known – **Signage is in place. Marshalls and colleagues are informed of arrangements**
- Signage (blue signposts) to be updated to reflect building no longer in use and any new facilities – **work in progress. New building to feature within any new signage to aid navigation around site.**
- A map of the site would be advantageous in and around the building (particularly in reception) to help direct learners, colleagues and visitors (with you are here pins). This would also help to identify where w/c accessible facilities are around the site. **(MG to action and liaise with DM for enlarging/framing site map, individual building maps to be explored with details of stairs, refuge areas, lifts and accessible bathrooms)**
- **Perimeter lighting has been reassessed and improved around site. Ongoing maintenance is in place and will be considered with the new build and the access to and from it.**
- Slabbed walkways around campus site have been assessed and repaired, ongoing maintenance.
- Termly NEU health and safety Rep walkabouts of campus inform the health and safety committee meeting of any issues.
- Metal staircase has been resurfaced to improve the grip.
- **Hoist in accessible bathroom in Blythe to be checked using Loler to ensure equipment is still safe to use.**
- Radar keys to be kept in an accessible area for usage when required (sports block).

Checklist Checked by	Christa Vines - Trust Director of Inclusion Site Manager Kevin Shingler Estates and Facilities Business Partner Melissa Taylor	Date 03.07.2024	
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	Academic Coach Caroline Sweeney – SENDCo Kiran Kanda – Assistant Lead for Inclusion Summit Learning Trust		
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