

Rowan Education Access Audit 2023

NB. This is a dynamic document, but will be formally reviewed no later than January 2027 (or before in the event of significant change to the environment/pupil profile)

Part 1 – Training & Curriculum Delivery

	Description	Access rating	Priority rating	Notes
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	5	3	Educare Equality & Diversity training
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	5	3	Such training can be sourced and accessed if/when necessary.
3	Do all staff seek to remove all barriers to learning and participation?	5	3	
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	5	3	
5	Are all children and young people encouraged to take part in physical activities?	5	3	
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	N/A		NB. This has not been an issue so far as we have not had pupils with significant physical disabilities referred to us, and we would only accept such referrals if we felt able to meet their needs fully.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	N/A		

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8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	N/A		
9	Do you provide access to appropriate technology for those with disabilities?	5	3	Colour overlays, appropriate font etc.
10	Are school visits, made accessible to all children and young people irrespective of attainment or disability?	N/A		
Action		Date by		Owner

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Part 2 – Environment

Checklist Section 1 – Approach and Car Park

A1-A19	Description	Access rating	Priority rating	Notes
Parking				
A1	Is the building within convenient distance of a public highway to enable people to use public transport?	4	3	Located in the grounds of Heslam Park, off a main road, located close to bus stops and town centre.
A2	Is there car parking for disabled people or people with reduced mobility?	5	3	All parking is nearby and there is a disabled parking space just outside building.
A3	Is there an appropriate number of accessible parking spaces?	5	3	One outside Rowan building.
A4	Are accessible parking bays marked out and easily identified?	3	3	No markings currently (to be negotiated with Heslam Park), but clear signage on wall to indicate parking space.
A5	Are there directions and/or signs to easily locate the accessible parking?	2	2	Signage makes location clear only once outside building.
Routes and pathways				
A6	Is the route from the car park to the building clearly marked/found?	4	3	Several signs on wall with arrows to indicate route to School.
A7	Is the route free of kerbs and does it have sloped access at appropriate points?	5	3	Route from parking to School is flat, with sloped access to main door as alternative to steps.
A8	Is there an option for a quiet route for pupils that might struggle in busy and noisy environments?	2	2	Size and layout of building does not allow for this, although consideration is always given to those pupils who are known to struggle in such situations, and concessions made as necessary/practicable.
A9	Is there tactile paving built into sloped paths and other crossing points?	1	1	We are not currently in a position to offer this, however would make arrangements to assist in negotiation of and familiarisation with environment.

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A10	Is the general path's surface smooth and slip resistant, and is the route to the building kept free of snow, ice and fallen leaves?	3	2	Is fairly slip-resistant. Some parts of car park surface in need of repair.
A11	Is the route wide enough to allow wheelchair users and others to pass each other?	5	3	
A12	Is the route free of such hazards as bollards and litter bins, and if these are in position, are they easily visible to someone with a visual impairment?	5	3	Try to ensure good colour contrast or lighting built in or around obstacles.
A13	Are routes adequately lit?	1	3	External lighting currently inadequate and in the process of being repaired.
A14	Is wayfinding signage easy to see and navigate?	3	3	Several signs currently present to indicate route to School. Additional signage being sourced to ensure high contrast etc.
A15	Is the route level or gently sloping?	5	3	Gradient should ideally be no steeper than 1:20.
A16	Are there steps as part of the route to the premises? If so, is there an alternative level access to the building that is not too long distance?	5	3	Both steps and slope on approach to main entrance.
A17	If steps are part of the route to the building, do they have contrasting nosing on the steps and a handrail?	5	3	
A18	Are there contrasting surfaces at the top and bottom of steps?	1	2	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. NB. We are not in a position to adapt yet, as building owned by Heslam Park. To be investigated further.
A19	Do steps have lighting available?	1	3	See A13

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Action	Date by	Owner
1. Specify disabled parking spots and apply signs accordingly.	End Jan 2023	HH/CJH
2. Ensure lighting on route to entrance functional and fit for purpose (A13).	End Jan 2023	HH/CJH
3. Check and improve external signage and ensure internal signage adequate.	End Jan 2023	HH/CJH
4. Apply high-visibility paint/nosing to front part of steps.	End Jan 2023	CJH

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Checklist Section 2 - Entrance and doors

B1-B16	Description	Access rating	Priority rating	Notes
B1	Do disabled staff/visitors need to let someone within your school know they are there to gain entrance? (This might be because of security to the building, limited access to the venue or specific opening times)	4	3	NB. Most visits pre-arranged, but telephone number for school is displayed on signage ion car park (to request entry to school grounds via locked gate), and car park is also visible from school windows. External intercom system to be investigated.
B2	Is the main entrance door of sufficiently light weight to be opened by any user (whether a wheelchair user, someone with limited strength or someone using a walking aid)?	5	3	Door does not have -self-closing mechanism and is therefore free-swinging on hinges.
B3	If the push pad or security swipe entrance is fitted, is it clearly marked and easy to access for all people?	N/A		
B4	If the door is glass, is it visible when shut?	5	3	Prominent stickers on glass door.
B5	Does the entrance door clearance when opening permit passage of a wheelchair user?	5	3	External door requirements: new build 1000mm, existing/older build 775mm. If they are manual wide double doors, consider not having both open as this can hinder the entrance of wheelchair users and people pushing buggies.
B6	Does it have a level or flush threshold, and a recessed matwell?	4	3	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				
B8	On the opening side of the door, is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate/Walker?	5	3	This is to enable a wheelchair user or someone using a walking aid to easily open the door without banging their wheelchair or walker.
B9	Are door handles of a type easily used by all people?	5	3	Lever handles are better than round handles and should be at a height that is easy to access.
B10	Are door handrails at a height for standing/sitting use, and are door handles clearly distinguished?	4	3	This can be the colour of the handles or a backing plate that gives good contrast.
B11	Can it be easily grasped and operated?	5	3	
B12	If the door has an open/close mechanism does it have:	N/A		
	(a) delayed action?			

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	(b) slow-action?			
	(c) low resistance weight?			
B13	If the door is power-operated does it have visual and tactile information explaining this?	N/A		
B14	If there is a lobby between two sets of doors, do the inner and outer doors meet the same criteria?	N/A		
B15	Does the clear opening width of doors permit wheelchair access?	N/A		Internal door requirements: new build 800-825mm, existing 750-775mm
B16	Are door mechanism functions checked regularly?	5	3	Door mechanisms can become stiffer over time, especially if not often used – they should be checked routinely.
Action		Date by		Owner
Intercom system to alert staff to the presence of a visitor to be investigated for practicality/feasibility.		Feb 2023		Head/Business Manager

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Checklist Section 3 – Horizontal movement fixtures and fittings

C1-C33	Description	Access rating	Priority rating	Notes
C1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	3	2	1.5 meters is the recommended minimum width, although some historic and older buildings may be narrower than this.
C2	Is each corridor free from obstruction to wheelchair users and from hazards to people with impaired vision?	5	3	This could be furniture or apparatus such as fire extinguishers sticking out but not obvious, due to colour contrast or other objects obscuring them. This could also be 'dog legs' in the corridor or where rooms go out onto corridors that pose a risk of people walking into others; viewing mirrors on the ceiling can help with this.
C3	Are there good colour contrasts between walls, doors and flooring to enable people with a visual impairment to navigate and detect hazards?	3	2	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) NB. Floor in corridor is light-coloured and walls similar to maximise light in corridors.
C4	Are corridors noisy and echoey when walking or talking?	3	2	This can have a negative impact on some people that are hard of hearing, some people with Nero-diversity and people with visual impairments and can be partially avoided by having some furniture that sound bounces off, or soft art on the walls/ceilings that absorbs noise.
C5	Do lobbies allow all users to clear one door before approaching the next with minimal manoeuvre?	N/A		Lobbies can be any area where there is an entrance door and exit door to the destination area, usually quite small. Example: some toilets have a small lobby between the corridor and toilet or corridor to a lift.
C6	Is turning space in lobbies adequate?	N/A		Normally marked as a 1.5 metre area, but some powered chairs might need a larger area.
C7	Are doors within corridors and entering rooms accessible? (See section 2 – doors)	3	2	Space to manoeuvre in corridor to access some classrooms may be an issue for wheelchair user.
C8	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	4	2	Some silhouetting from windows, mitigated by using blinds.
C9	Are there visual clues for people to navigate?	3	3	Currently sourcing signage to improve this.
C10	Do floor surfaces:			
	(a) allow ease of movement for wheelchair users?	5	2	Consider things like different flooring e.g. lots of changes from carpet to hard floor to rubber and if there are raised lips between. How thick the pile is in the carpet? This can make wheeling difficult.
	(b) avoid light reflection and sound reverberation?	3	2	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.

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C11	Are direction and/or information signs visible from both sitting and standing eye levels? Are they in sentence case, and large enough type to be read by those with impaired vision?	4	3	As with external signage (section 1, A14) consideration should be given to location, contrast, fonts and imagery used.
C12	Is lighting designed to meet a wide range of needs?	3	2	The type of lighting can make a difference for people with visual impairments and some people with neurodiverse conditions; the general rule is corridors and general areas should be around 300 lux and reception/where ICT is being used around 500 lux.
C13	Are rooms maintained to reduce hazards for people with visual disabilities?	4	4	
C14	Are there quiet spaces for people to go when needed?	3	3	Some people may have low moods or sensory overload; having a quiet area will help them manage this. NB. Current lack of space/rooms makes this problematic, although we have one small room that has been used for this purpose.
C15	Can you adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas?	4	3	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. NB Nurture room has a choice of softer lighting.
C16	Are seating arrangements/spaces suitable for use by people with visual impairments?	4	3	Consider the layout of the room, and the colour contrast of chairs/tables to background colours. Good contrast can help people navigate and be independent.
C17	Are seating arrangements/spaces suitable for wheelchair users/people with limited balance?	3	2	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? NB. This has not been relevant, but adjustments to classrooms can/will be made as necessary, within the physical/structural limits of the building.
C18	Are furniture, whiteboards, books, resources etc. at a height and location that allows them to be accessed by all?	4	3	Consider height so that all can reach and interact, and consider location regarding obstacles preventing people to access.
C19	Are serveries/counters accessible to all users, including those with hearing impairments?	N/A		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?

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C20	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	N/A		This might be in assembly, in the dining area or in a sports hall where fixed seating or benches are used.
C21	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?	5	3	NB. Only one water-dispenser present in school – no vending machines.
C22	Are all fittings readily distinguishable from their background?	3	2	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.
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Checklist Section 4 – Vertical Movement

D1 – D33	Description	Access rating	Priority rating	Notes
D1	Is the location of any steps/stairs/ramps clearly indicated by use of signs/colour/contrast/texture lighting?	N/A		
D2	Do any steps/stairs/ramps have a handrail to one/both side(s), and do they extend 300mm beyond the top and bottom of any flight?	4	3	
D3	Do stairwells have markers to identify when a person is at the bottom of a run of stairs?	N/A		These can come in different formats and are usually indicators on the handrails to indicate someone with a visual impairment/blind has reached the top or bottom of a flight of stairs. These can be as simple as little peel off/glued blips that are stuck to the bottom of the handrail.
D4	Are any level areas between flights or at the top/bottom of stairwells clearly lit?	N/A		
D5	Are the risers and treads of step/stairs consistent, and are step nosings clearly identifiable through colour change?	5	3	
D6	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	N/A		Consider a range of users and potentially supporting people/dogs, plus people needing to evacuate using an evac chair.
D7	Is any short rise within a single storey ramped; if so, is the ramped surface indicated, and is it slip-resistant?	N/A		Range length 3m max = 1 in 12 gradient. Ramps should look at having the least gradient possible, aim for 1 in 20 and work backwards from this gradient.
D8	Are all ramp gradients easily negotiated?	5	3	As above
D9	If a permanent ramp cannot be provided (perhaps in a listed building) can a moveable ramp be made available?	N/A		As above
D10	Are steps available as an alternative to any ramp or ramped surface?	5	3	Some people may find using steps easier than a ramp.
D11	Where level change is less than a full storey in height is a power-operated lift appropriate?	N/A		

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Platform lifts				
D12	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?	N/A		
D13	Is the platform suitable for different types of wheelchair users, and can wheelchair users manoeuvre onto the lift?			
D14	In the event of a power failure does the platform return to lower level?			
D15	Is the equipment maintained and its operation checked regularly?			
Stairlifts				As above
D16	Are the controls at all levels identifiable, and reachable from sitting and standing levels?	N/A		
D17	Is the platform adequate for wheelchair use and manoeuvre?			
D18	Is the approach convenient and safe at all appropriate landings?			
D19	Does the stairlift have a 'soft-start' action?			
D20	When not in use is the platform powered to fold away to avoid obstruction?			
D21	In the event of a power failure does the platform return to lower level?			
D22	Is the equipment maintained and its operation checked regularly?			

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	Lift			
D23	Is the lift's location clearly defined by visual and tactile information?	N/A		
D24	Are controls at all floors visible, identifiable and reachable from sitting and standing levels?			See above
D25	Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			
D26	Does the lift door open widely enough for wheelchair user access?			
D27	Does door operation allow slow entry and exit?			
D28	Do the lift car internal dimensions allow sufficient space for a wheelchair user and PA?			Minimum 1100mm wide x 1400mm deep
D29	Does the car have appropriate support rails?			
D30	Are the lift car controls, including emergency call, located within reach of all users and with visual and tactile information?			
D31	Is there audible floor indication?			
D32	Is the lift an 'evacuation lift'?			
D33	Is the lift regularly maintained and its functional operation routinely checked?			

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Checklist Section 5 - Toilets and Changing Areas

E1 – E31	Location	Access rating	Priority rating	Notes
	General toilets			
E1	Do all lavatory areas have slip-resistant floors?	5	3	
E2	If used by all users, is the approach to the facilities free of steps/narrow doors/obstructions?	5	3	Consider people with limited sight, those using walking aids and wheelchair users.
E3	Are fixtures and fittings easy to distinguish by colour contrast from walls?	3	2	Consider a 30-point LRV (Light Reflective Value) in shades between colours; this might include toilet seats, handrails, toilet roll holders, soap dispensers etc.
E4	Are washing and drying facilities at a height and have the access for a wheelchair user to use?	5	2	
E5	Are all door fittings/locks easily gripped and operated?	5	3	
E6	Are mirrors positioned at a height and location suitable for all users?	5	3	Consider having larger mirrors that support all users.
E7	Is the location of the different toilets clearly signed?	5	3	This might include male, female, unisex, accessible, Changing Places, staff, pupils, visitors or baby changing.
E8	Do you have a wider cubicle within the general toilets that could be used by someone with limited mobility?	3	2	
E9	Are handrails fitted to the larger cubicle?			
E10	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement	3	2	
	Accessible toilets			NB. Nearest accessible toilet is other side of building (≈20m away from school). There is one nearer, but this is currently used for storage.
E11	Is the accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	5	1	
E12	Is the manoeuvring area free of obstruction, e.g. boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors?	2	2	NB. Currently negotiating issue with building-owners.

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E13	Is the flush on the same side as a person would transfer to make it easier to reach?	5	1	
E14	Is the entry door to the accessible toilet of a type that is easily used by a range of people with limited mobility?	5	1	
E15	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?	2	1	NB. To be monitored, and reassessed should pupil needs demand.
E16	Is there a shelf available near the toilet for people to use?	1	1	This is used for people that might have to change a medical appliance or need specific equipment; consider location.
E17	Is the soap dispenser and toilet roll holder of a type that is easily used by a range of people and appropriately positioned for ease of use?	3	1	
E18	Are the door fittings/locks and light switches easily reached and operated?	5	3	
E19	Is there an emergency call system and is someone designated to respond?	1	1	Consider where the alarm call goes to. Does it just ring outside the toilet or go to a designated office so assistance can be alerted quicker?
E20	Can the emergency call system be operated from floor level?	5	1	Often these are tied up or put up high to avoid being accidentally pulled, but they are full length for a reason.
E21	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the toilet?	5	1	This can be a complex area – consider looking at recommended guidance.
E22	Are handwashing and drying facilities within reach of someone seated on the toilet?	3	1	Hand dryer situated several feet from toilet.
E23	Are the taps appropriate for use by someone with limited dexterity, grip or strength?	4	1	Lever or automatic taps are the best design for all.
Changing area				
E24	Do you have a Changing Place facility, and is it available purely for pupils/staff and external groups using the building or offered as a community facility?	N/A		See http://www.changing-places.org/ for more information.
E25	Do you offer discrete changing facilities for people that need them?			Sometimes changing and shower facilities can be accommodated within larger accessible toilets to provide this.
E26	Within the main changing area or accessible toilet, are there accessible showering facilities?			Consider height of shower, controls, shower seat, small shelf and if the curtain is reachable.

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E27	Is there a wide shower seat or possibly two shower seats?			This is to enable a person to shower, then transfer to dry seating to get changed before transferring to their wheelchair, rather than having to transfer to wheelchair still wet.
E28	Are clothes hooks/lockers of a suitable size and height to meet all users' needs?			
E29	Are locker locks easy to use for people with limited dexterity or strength?			
E30	Do you offer gender neutral toilet facilities?			
Action		Date		Owner
Check disabled toilet facilities and update audit		Jan 2023		CJH

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Checklist Section 6 – Fire exits

F1 – F13	Description	Access rating	Priority rating	Notes
F1	Is there a visible as well as audible fire alarm system in all parts of the building, including toilets and stairwells?	2		Flashing lights – due to the scale and layout of the school, no pupils would be alone under such circumstances.
F2	If there are no visual alarms in place, do you provide a pager system for deaf staff/pupils?	N/A		
F3	Are fire exit routes accessible to all, including wheelchair users?	5	3	Consider signage, length of route and potential obstacles. Are there two routes for people to evacuate?
F4	Is evacuation from upper and lower levels possible using:	N/A		
	a) an evacuation lift /platform lift with a protected power supply?			
	b) Caterpillar platform lifts?			This is a motorised platform for power wheelchair users that enables people to stay in their wheelchair while they evacuate down or up stairs.
	c) an evac chair?			
F5	Do you provide regular evac training for staff which includes the person/s that will need supporting in this way?			Including the disabled person enables better communication between different people and lowers the stress for the person needing support.
F6	Do disabled staff and pupils have individual PEEPs?	N/A		A Personal Emergency Evacuation Procedure is an individual evacuation plan for a pupil or staff member.
F7	Do you have GEEPs in place for external groups, visitors and events?	5	3	The General Emergency Evacuation Procedure is for events or meetings with a group of people that don't usually use the building.
F8	Are PEEPs and GEEPs checked regularly for effectiveness and any changes in situation for the person?			
F9	If disabled people cannot evacuate from the building independently, are designated and signed refuge areas available?	N/A		These are designated safe areas for people to go to when the fire alarm activates. They are not designed to be a permanent location for disabled people during a fire evacuation, but a single point for people to go to prior to being evacuated.
F10	If refuges are available, are they equipped with intercoms to let people know they are there?	N/A		An intercom enables someone to inform the fire marshal team where they are and for the fire marshal team to give instructions/reassurances.

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F11	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	4	3	These are also the responsibility of Heslam Park, with whom we have raised some concerns regarding temporary obstacles (storage).
F12	Are external fire points and routes accessible and monitored?	5	3	Consider the route and how accessible it is to any assembly points, e.g. gradients, surfaces such as gravel or grass, potential obstacles such as within car parks.
F13	Are all fire warning devices and detectors checked routinely and regularly?	N/A		Under Heslam Park H&S remit.
Actions		Date		Owner

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Checklist Section 7 – Information

G1 – G13	Description	Access rating	Priority rating	Notes
G1	Do you publish on your website information on the accessibility of your premises and services?	5	3	all schools must publish an accessibility plan
G2	Do lighting installations in the building take into account the needs of people with visual impairments being able to access information?	3	3	Lighting provided as part of fabric of building (Heslam Park premises).
G3	Is there a tactile plan or diagram of the building?	1		None presently available.
G4	Are there large-print versions of information about the building/services/activities available?	4	3	All policies provided on website, in PDF form, which can be enlarged accordingly as required.
G5	Is there Braille information about the building/services/activities available for people with visual impairments?	1		
G6	Is there an audio version of information about the building/services/activities available?	3	3	As above, policies in PDF form which can be accessed by screen-reading software.
G7	Are there BSL/Makaton videos/information about the building/services/activities available?	1		
G8	Is there Easy Read information about the building/services/activities available?	1		
G9	Are there alternative-format reading books available in the library?	1		No visually-impaired pupils present. Should the need arise, accommodation would be made.
G10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?	3	3	Staff trained to address some degree of learning impairment, but we do not have any pupils with significant physical or sensory impairment – we would revisit our accessibility measures if this was considered.
G11	Where a payphone is provided does it have a hearing aid coupler?	N/A		

- Assessed access rating – (1= very bad to 5 = very good)
- Priority rating (i.e. relevance to Rowan Education) – (1= non-priority to 3 = high priority)
- Under review

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G12	Are all locations around the buildings clearly signed to enable easy navigation and is there clear colour contrast between font and background?	4	3	Consider the colour background to colour of font, the size of the signage and that it is in Sentence Case, not all caps as this is harder to read for some people. In some situations, braille might benefit any signage such as room names and numbers on doors.
G13	Are mechanisms in place to communicate with disabled parents in an accessible way e.g. email, fax, letter, phone?	N/A		
Actions		Date		Owner
NB. New signs have now been installed with blue/yellow backgrounds to ease accessibility for pupils who may struggle with the standard signage.		Jan 2023		CJH/HH

- Assessed access rating – (1= very bad to 5 = very good)
- Priority rating (i.e. relevance to Rowan Education) – (1= non-priority to 3 = high priority)
- Under review

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Checklist Section 8 – Equality adjustments

H1 – H7	Description	Access Rating	Priority Rating	Notes
H1	Do you have a prayer room or a designated quiet room?	3	1	We have a nurture room, with quiet space and soft furnishings etc. Should the need arise, we would address this within the limits of the building space.
H2	If you have a prayer room, do you have designated washing facilities?	1	1	This is to enable people depending on their religion to wash hands and feet.
H3	Do you have a designated quiet room?	3		We have a small room that is used for this purpose.
H4	Do you have access to language interpreters and are staff confident about how to utilise this?	1	1	We have not required this, as all of our pupil are English as first language. Should the need arise, we would look into this further.
H5	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	4	3	This could be your equality statement, having relevant leaflets and posters celebrating diversity, or advertising events such as Pride, Black History Month or other events and opportunities that promote equality.
H6	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?	1	1	As we are a small school, in terms of building and numbers of pupils and staff, this is not something we are currently able to offer (nor has the need arisen). We are limited by space available.
H7	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?	5	3	We have an anti-bullying coordinator and keep awareness raised at all times. Any and all reports of bullying are dealt with swiftly and comprehensively, investigated and measures such as restorative justice employed.
Actions		Date		Owner

- Assessed access rating – (1= very bad to 5 = very good)
- Priority rating (i.e. relevance to Rowan Education) – (1= non-priority to 3 = high priority)
- Under review