

## Environmental audit

Some adapted from Naish and Clunies Ross, 2004 , others from Collins, others from Hodges

**Areas; Light, Contrast, Doors, Circulation, Cues and landmarks, Signage, Information and display, Materials and resources, Sound resources, Internal/external noises, Echo, Noise reduction;**

### Light

**Is the room well illuminated, using natural or artificial light?**

Current situation	
Changes recommended	

**Are there areas of high reflection/shine or glare?**

Current situation	
Changes recommended	

**Are key areas well outlined or can shadow/sunshine patches confuse?**

Current situation	
Changes recommended	

**Are there wide variations in light/dark conditions within the area so that eyes have to adapt rapidly?**

Current situation	
Changes recommended	

**Are there blinds or curtains to regulate the amount of light?**

Current situation	
Changes recommended	

**Is task lighting available? For desks/tables?**

Current situation	
Changes recommended	

**Is seating identified in brighter (or darker) areas for visually impaired pupils?**

Current situation	
Changes recommended	

## **Contrast**

**Are items of furniture and other features well contrasted with flooring/walls?**

Current situation	
Changes recommended	

**Are walls and floors contrasted?**

Current situation	
Changes recommended	

Contrast (continued) **Are internal features (handles, taps signs) well contrasted?**

Current situation	
Changes recommended	

**Are mats/covers identified and easily available for individuals with visual impairment to contrast with items they are working with?**

Current situation	
Changes recommended	

**Are a range of coloured cutlery and crockery easily available to contrast with different foodstuffs?**

Current situation	
Changes recommended	

## **Doors**

**Are doors easy to handle and are handles, signs etc well contrasted and in places where tactile users can find them?**

Current situation	
Changes recommended	

**Are there obstacles or hazards near doors?**

Current situation	
Changes recommended	

**Are doorways well lit at all times of day, and wide enough for sighted guide and wheelchair access?**

Current situation	
Changes recommended	

## **Circulation**

**What support for balance is available (handrails, shelves, seats off routes)?**

Current situation	
Changes recommended	

**Is there space for a wheelchair and space for it to turn round?**

Current situation	
Changes recommended	

**Have key routes from place to place been identified and linked to where pupils with VI sit?**

Current situation	
Changes recommended	

**Are there clear marked routes and/or places in class?**

Current situation	
Changes recommended	

**Are areas for different activities (e.g. floor area, computer area) distinguished from a distance ?**

Current situation	
Changes recommended	

**Are there (frequently?) hazards or obstacles across classroom routes?**

Current situation	
Changes recommended	

**Is flooring non-slip and are trip and slip hazards (mats, kerbs,) avoided?**

Current situation	
Changes recommended	

## **Cues, clues and landmarks**

**What cues/ clues/ landmarks indicate that this is a teaching room?**

Current situation	
Changes recommended	

**What cues/ clues/ landmarks are available for travelling from the door to the desks/seats?**

Current situation	
Changes recommended	

## Signage

**Are signs appropriate to the users, (including visual and tactile forms, and symbolically appropriate)?**

Current situation	
Changes recommended	

**Are visual signs well contrasted and clear, with good size print?**

Current situation	
Changes recommended	

## Information/display

**Is display at a good eye level or otherwise visible?**

Current situation	
Changes recommended	

**Are displays clear and well spaced, or is there confusion and crowding?**

Current situation	
Changes recommended	

**Are alternatives to displays, or alternative means of getting information, available or clearly indicated?**

Current situation	
Changes recommended	

**Is there accessible information about the needs of individuals with visual impairment (for staff)?**

Current situation	
Changes recommended	

**Is there accessible information about who wears glasses and for what?**

Current situation	
Changes recommended	

## Materials and resources

**Is storage clearly labelled to be accessible for visually impaired pupils?**

Current situation	
Changes recommended	

**Is storage for resources for visually impaired pupils clearly labelled for staff?**

Current situation	
Changes recommended	

**Are there materials for cleaning glasses easily accessible? Is there a rota/structure for cleaning and checking glasses?**

Current situation	
Changes recommended	

**Are there resources to make things bigger for visually impaired pupils? (e.g. magnifiers, iPads with magnification programmes)**

Current situation	
Changes recommended	

**Are larger/better contrasted/differently coloured versions of e.g. symbols or other classroom communication/information available in class?**

Current situation	
Changes recommended	

**Is there a monitor at eye level for pupils as an alternative for using a white board?**

Current situation	
Changes recommended	

**Are there trays to use for equipment to stop it moving away, readily accessible?**

Current situation	
Changes recommended	

**Are there clearly labelled artefacts/resources to help with some areas of the curriculum for visually impaired pupils (e.g tactile books, large counting materials)?**

Current situation	
Changes recommended	

### **Sound resources**

**Is there a soundfield and/or loop in the room (and are all parts present and is it used)?**

Current situation	
Changes recommended	

**Are hearing aid maintenance kits and schedules easily available?**

Current situation	
Changes recommended	

## Sound resources (continued)

**Are there headphones regularly available for computers/DVD or other sound sources?**

Current situation	
Changes recommended	

**Are there quiet rooms or areas for listening work?**

Current situation	
Changes recommended	

**Is there accessible information about the needs of individuals with hearing impairment (for staff)?**

Current situation	
Changes recommended	

**Is there accessible information about who wears hearing instruments and why?**

Current situation	
Changes recommended	

### Echo

**Is there an echo when a sound is made (quiet/loud)?**

Current situation	
Changes recommended	

### Noise reduction

**Are there soft furnishings in the room ?**

Current situation	
Changes recommended	

**Are there acoustic ceiling tiles or wall tiles?**

Current situation	
Changes recommended	

**Are tables, shelves, and storage covered (e.g. in felt) to reduce noise?**

Current situation	
Changes recommended	

## Noise reduction (continued)

**Are there carpets in the room or is flooring low echo?**

Current situation	
Changes recommended	

**Are there curtains or blinds?**

Current situation	
Changes recommended	

**Do doors fit well and have an acoustic seal?**

Current situation	
Changes recommended	

**Is there double/triple or single glazing?**

Current situation	
Changes recommended	

**Are ceilings high or low?**

Current situation	
Changes recommended	

**Do all chairs/tables have rubber feet – are they intact?**

Current situation	
Changes recommended	

**Internal/external noises**

**Use a sound level meter.**

**What sounds are there in the [class] room? (e.g. printer, projector, strip lighting, heating, fans)**

**List sounds and list how loud they are**

Current situation	
Changes recommended	

**What sounds are there coming from outside the room? (car park, playground, corridor, toilets, machinery, rain or wind)**

**List sounds and list how loud they are**

Current situation	
Changes recommended	

**What sounds are there coming from outside the school? (road, ambulance/fire station, airlines,)**

**List sounds and list how loud they are**

Current situation	
Changes recommended	