

Audit of the School Environment

Areas

- Identify an area in the school where there is:
 - a) Glare from windows.
 - b) Glare from surfaces.
 - c) Poor lighting.
 - i. Natural lighting.
 - ii. Electrical lighting.
 - d) Poor control of the lighting level, e.g. no blinds or curtains.
 - e) Some control of the lighting level, e.g. thick curtains.
 - f) Inadequate control of the lighting level.
 - g) Auditory confusion.
 - h) Strong olfactory information.
 - i) Dangerous access to a building.
 - j) Obstacles in a common area.
 - k) Frequent changes in physical arrangements.

Flooring and furnishing

- What type of flooring is there - lino or tiles?
- Is the flooring patterned or does it cause glare?
- Blinds - do they fit, do they work?
- Curtains - do they fit the windows? Are they thick enough to block the light out totally?
- Furniture - Are there clearly defined areas/layouts for furniture? Does the furniture clearly contrast to the floors and walls?
- Steps/stairs - Are edges of steps clearly highlighted
- Slopes - Is there a hand rail at the correct height for use when using slopes?
- Is the furniture frequently moved around for different activities?
- Are particular areas of the classroom designated for particular activities?
- Are the classrooms cluttered with furniture that is not used?
- Are they plain or patterned?
- Do the doors and floor create a good contrast?
- Areas which shine/produce glare, e.g. mirrors, Formica surfaces?
- Ceiling - dark or light?
- Clearly defined areas for storage?
- Are door knobs, light switches - highlighted?
- Is there clear labelling on cupboards?
- Are there areas of the room that can provide clear contrast where necessary?
- Are they free of clutter?
- Are there lots of mobiles etc dangling at a low level or are they in a particular area?

Walls

- Identify walls which
 - a) are cluttered (visually)
 - b) are glare producing, e.g. mirrors
 - c) are heavily patterned
 - d) have clearly defined doorways, shelves, storage, plug sockets
 - e) have visual displays at inappropriate height

Busy times in the school

- Identify busy times in the school
- Identify the busy areas in school

Corridors/Entrance Hall

- Are these well lit?
- Are the doors clearly marked?
- Are there any obstacles?
- What guides exist to indicate where areas/classrooms are?
- Are displays at eye level? Whose eye level?
- What auditory clues exist as guides?
- What olfactory clues exist as a guide?

Non-slip mats

- Do these provide glare or good contrast?

Equipment

- Is equipment kept in the same place and clearly defined/labelled?
- Is any equipment left lying at a low level or on the floor?
- Is any equipment kept at a high (above eye) level?

People audit

- Identify a member of staff who is wearing.
 - a) very visually attractive clothes.
 - b) clothes which provide good background for signing to children.
- Identify a member of staff whose voice is easily recognised.