



Miranda House
UNIVERSITY OF DELHI

ACCESS AUDIT REPORT

2021 - 2022

PREPARED BY
EHS ALLIANCE SERVICES



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CERTIFICATE



AUDIT CERTIFICATE

PRESENTED TO

MIRANDA HOUSE

GC Narang Road, University Enclave, Delhi- 110007

Has been assessed by EHS Alliance Services for the comprehensive study of Energy Audit on institutional working framework to fulfill the requirement of

ACCESS AUDIT REPORT

The energy-saving initiatives carried out by the College have been verified in the report submitted and were found to be satisfactory.

The efforts taken by management and faculty towards all types of energy used in the College and sustainability are highly appreciated and noteworthy.

AUDITOR SIGNATURE



25.11.2022

DATE OF AUDIT

EHS ALLIANCE SERVICES, PLOT A-72, SURYA VIHAR, GURUGRAM, 122001
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ACKNOWLEDGEMENT

EHS Alliance Services would like to thank the management of Miranda House for assigning this important work of Access Audit. We appreciate the co-operation to the teams for completion of assessment.

We would also like to thank **Dr. Nisha Vashishta** – *Convener - IQAC*, for her continuous support and guidance, without which the completion of the project will not be possible. We are also thankful to other staff members who were actively involved while collecting the data and conducting field measurements.

We are also thankful to

Dr. Namrata Singh – Member, IQAC

Ms. Neetu Chopra – Member, IQAC

Dr. Upali – Member, IQAC

Dr. Seema Aggarwal – Member, IQAC

Prof. Monika Tomar – Member, IQAC

Dr. Reena Bhatia – Former convener – Lakshita – Enabling Society

Dr. Chanda Sagar - Convener – Lakshita – Enabling Society

Mr. Jyoti Prakash – Section Officer, Admin

Mr. Shiv Kumar – Site Engineer

Last but not the least, we would like to thank **Prof. Bijaylaxmi Nanda (Principal)**, Miranda House for giving us an opportunity to evaluate the environmental performance of the campus.



DISCLAIMER

EHS Alliance Services Audit Team has prepared this report for Miranda House based on input data submitted by the representatives of College complemented with the best judgment capacity of the expert team.

While all necessary care has been taken in its preparation, details contained in this report have been compiled in good faith based on information gathered.

It is further informed that the conclusions are arrived following best estimates and no representation, warranty or undertaking, express or implied is made and no responsibility is accepted by Audit Team in this report t or for any direct or consequential loss arising from any use of the information, statements or forecasts in the report.

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EHS Alliance staff, agents and accreditation bodies have signed individual confidentiality undertakings and will only receive confidential information on a 'need to know' basis.



Signature

AUDITOR



CONCEPT AND CONTEXT

In terms of the rights of individuals with disabilities (PWDs) in India, the Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act of 1995 marks a turning point.

The constructed environment (internal/external) and transportation must be accessible, according to Sections 44 to 46 of the book's chapter on "non-discrimination." To complete the enormous task of "Access for All," the Office of the Chief Commissioner for Persons with Disabilities (O/o CCPD) has been working nonstop.

Accessibility and universal design are also emphasised in Article 9 of the UN Convention on the Rights of Persons with Disabilities (UNCPRD). India has ratified and signed the UNCPRD.

The "Accessible India Campaign" (Sugamya Bharat Abhiyan), a nationwide flagship initiative to achieve universal accessibility for people with disabilities, has been started by the Ministry of Social Justice & Empowerment's Department of Empowerment of Persons with Disabilities.

OVERVIEW OF THE COLLEGE

Miranda House, college for women, located in the University of Delhi campus, is a premier women's institution. It was established in 1948 by the then Vice Chancellor, Sir Maurice Gwyer. Lady Edwina Mountbatten laid its foundation stone on March 7 in the same year. Originally designed by renowned architect Walter George, Miranda House is built in warm red brick with cool and spacious corridors.





The College shares an architectural affinity with other colonial educational institutions of the country. In the past six decades, as the College has grown, several other buildings have been added in consonance with its original design. Special efforts are on to preserve the heritage of its pristine architectural glory.

Miranda House offers liberal education in social sciences, humanities and basic sciences to more than 4000 students. The faculty, renowned for its meritorious profile and versatile talent, is dedicated to the cause of liberal education. Through their three years at Miranda, our students develop a sense of social responsibility, intellectual rigour, and practical knowledge. They develop communication, analytical and problem-solving skills, and a demonstrated ability to apply their education to our complex and diverse world.

The College has always maintained high academic standards. More significantly, it has provided students an enabling and creative environment to freely develop and express views that help them respond to changes in society. Being on the University campus, its proximity to other colleges facilitates the participation of Miranda students in several inter-college events, both academic and cultural. Those who will make the College hostel their home for the next three years have the privilege of residing in one of the most beautiful residential buildings on the University campus. The institution's philosophy is guided by a pedagogy that encourages the students to explore new domains, to critically examine the world around them and to question stereotypes.



1 The Legacy... traditions and institutional values

MH has a rich legacy. Established at dawn of independence it provided a unique opportunity to young women for quality higher education. They set for themselves high goals and ideals. They



worked for a new society in which women would enjoy equal opportunity with men in professional and public fields. In this, they were abetted by the founding faculty who were independent minded, and belonged to the select group of highly educated women in independent India with a deep concern for quality of education they imparted. They were also charged with a spirit of adventure, steeped in idealism, and committed to women empowerment and the task of building a nation. Proud of their mission as early pioneers, they worked with single-minded devotion in setting the Miranda traditions. These attributes of total dedication have contributed in a large measure to the position of distinction occupied by the college. Over near seven decades of its existence, the college has grown from strength to strength, continuing to provide an atmosphere of high academic excellence and rich cultural activities to its students. The college has established a niche for itself amongst the globally recognized premiere institutions of higher learning.

Being a college established and maintained by the University, Miranda House has a special place among the women's colleges of the University of Delhi. Its location in the heart of the University Campus, and its close interaction with the various Departments of the University and other campus colleges gives it a unique advantage. Although a women's college, it is not a cloister. It welcomes interaction with other colleges and educational organizations across the country, actively engaging both men and women in all its extramural activities, competing with the best on equal terms.



The extremely distinguished list of alumnae imparts a sense of confidence and immense pride in students. They view themselves as torchbearers of great traditions. All this propels them to often explore uncharted territory, think unfettered, and bend traditions in a bid to create a better world, especially for women.



VISION

Swadhyayann Pramaditavyam to steer students towards introspection and self-learning the Upanishadic maxim in the college logo enshrines its understanding of what education must accomplish.

MH envisions a world where women have their rightful place and are given due recognition as leaders to reach the top positions in all sectors of human endeavour. To give shape to this vision, Miranda House continually reaffirms and embraces its responsibility to build on its historic legacy of leadership in education of women. It remains strongly committed to addressing issues of gender in all their complexity and preparing the young women to lead professionally successful lives enriched by the love of learning build personally fulfilling lives radiating integrity and strength of character sustain purposeful engagement with the world with an open mind and balanced perspective meet with confidence the challenges they will encounter in their lives flourish in different cultural milieus in an increasingly interconnected world uphold the core institutional values of respect for diversity, inclusiveness and humanism emerge as leaders charged with new ideas and capacity to make a difference

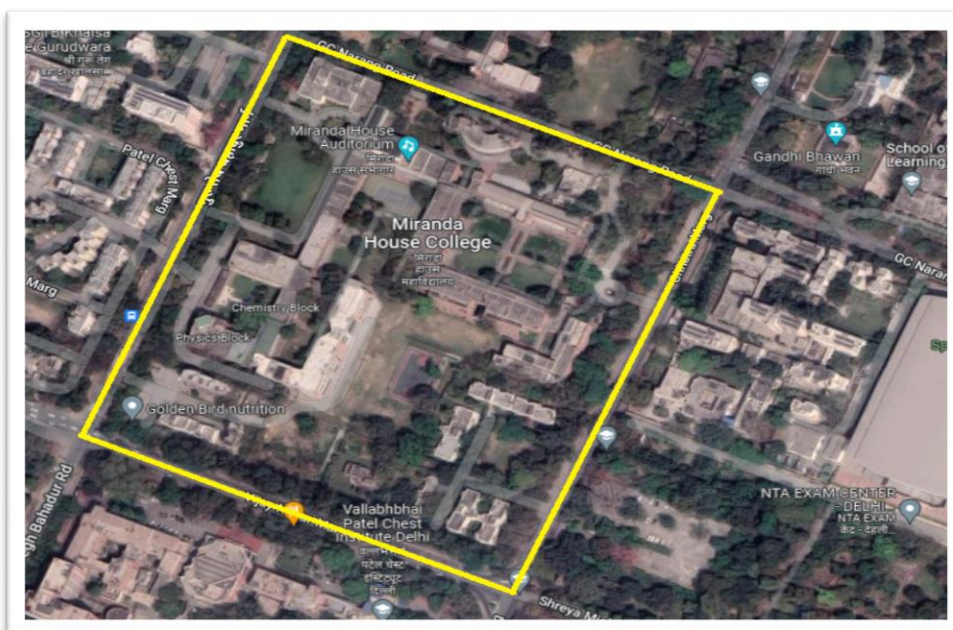
MISSION

The stated mission of the college is to provide

- a stimulating active learning environment attracting young women with exceptional desire to make a difference to the world
- highest quality liberal arts and basic science education through distinctive academic programmes that instill rigour in the pursuit of knowledge
- culturally sensitive inclusive environment upholding core values of respect for diversity
- enriching co-curricular activities linking education to the world of work and communities
- dedicated and responsive faculty of scholars to assist each student fulfill aspirations and reach milestones
- competencies for new domains of knowledge and the future of work in a globally connected world
- early mentoring for leadership instilling capacity to explore new ideas, take intellectual risk, and usher paradigm change



Geo Location
Geo Coordinates from Google maps:
28.6926368, 77.2102818



AUDIT PARTICIPANTS

On behalf of College

Name - Designation/Department	
Prof. Bijaylaxmi Nanda	Principal
Dr. Namrata Singh	Member, IQAC
Ms. Neetu Chopra	Member, IQAC
Dr. Upali	Member, IQAC
Dr. Seema Aggarwal	Member, IQAC
Prof. Monika Tomar	Member, IQAC
Dr. Reena Bhatia	Former convener – Lakshita – Enabling Society
Dr. Chanda Sagar	Convener – Lakshita – Enabling Society
Mr. Jyoti Prakash	Section Officer, Admin
Mr. Shiv Kumar	Site Engineer

On behalf of EHS Alliance Services

Name	Position	Qualifications
Dr. Uday Pratap	Lead Auditor	Ph.D. , PDIS, QCI – WASH, Lead Auditor ISO 14001:2015
Mr. Shamsheer Kharab	Co-Auditor	M.Sc, M.Tech, RLI, Field Expert, QCI – WASH



EXECUTIVE SUMMARY

A building's usability and accessibility for a variety of users, including those with disabilities, are rated in an access audit. Access audits pinpoint actual or potential obstacles that prevent individuals with disabilities from entering a building and using the services offered there and nearby.

It entails a building specialist inspecting a building or facility to evaluate its access features, applicable regulations, and processes. The audit reveals changes that must be performed in order to guarantee the accessibility of the facility and its services.

The management of Miranda House made the decision to conduct an access audit of campus in order to learn more about the specific accessible elements in the current facilities and to make suggestions for improvements. It is crucial to note that Access Audit is not a process of fault identification. By evaluating the facilities' accessibility and making any necessary adjustments, it aims to help build a better infrastructure that is universally accessible.

The building's accessibility audit was carried out to ensure that accessibility standards had been followed during construction and renovation, as well as to include any points that may have been overlooked. Any point that is unintentionally or accidentally left out at this point is also intended to be included.

Following the inspection, the auditor creates a thorough report outlining the challenges found and suggesting ways to overcome them. This could involve setting up immediate tasks, scheduling intermediate labour, or organising future changes.

The report's recommendations are limited to what is feasible and do not include standards that have been followed in building the facility.

ACCESS AUDIT - ANALYSIS

1. EXTERNAL ENVIRONMENT

1.1 APPROACH AND MAIN ROAD

OBSERVATIONS

The building is easily accessible and is situated on a main road; nonetheless. Users who are blind are provided with tactile orientation.

- All of the entrance's surrounding area is levelled.
- Wheelchair users can easily approach the main entrance gate by using a kerb ramp that level the kerb to the road.
- The current signage is both in Hindi and English.
- A few signs have yet to be installed.



SUGGESTIONS



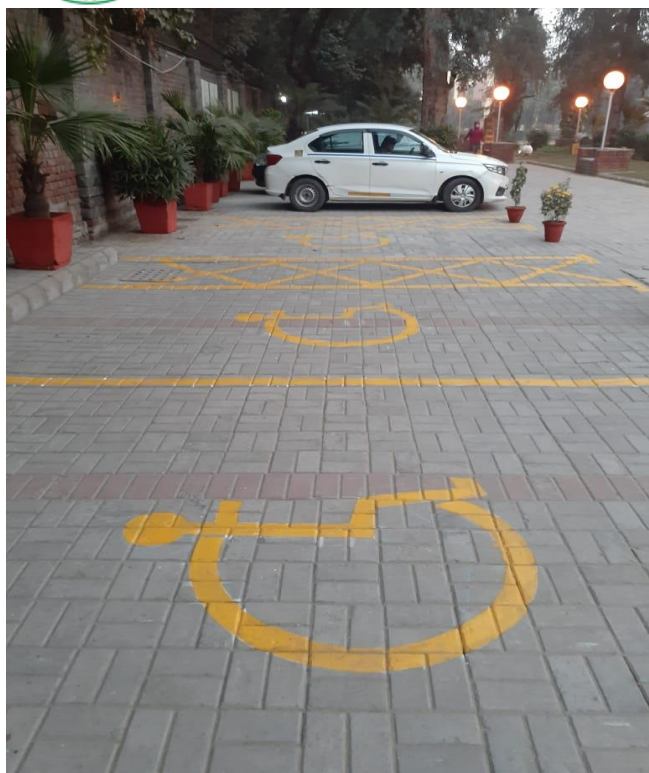
Here, more signage that has better colour contrast can be placed to ensure that it is easily seen by everyone.

- Make sure the approach routes are periodically maintained.
- For wheelchair users to move freely, the road in front of the entrance gate must be barrier-free.
- In order to help all types of people, signage must be appropriate in every way.

1.2 PARKING

OBSERVATIONS

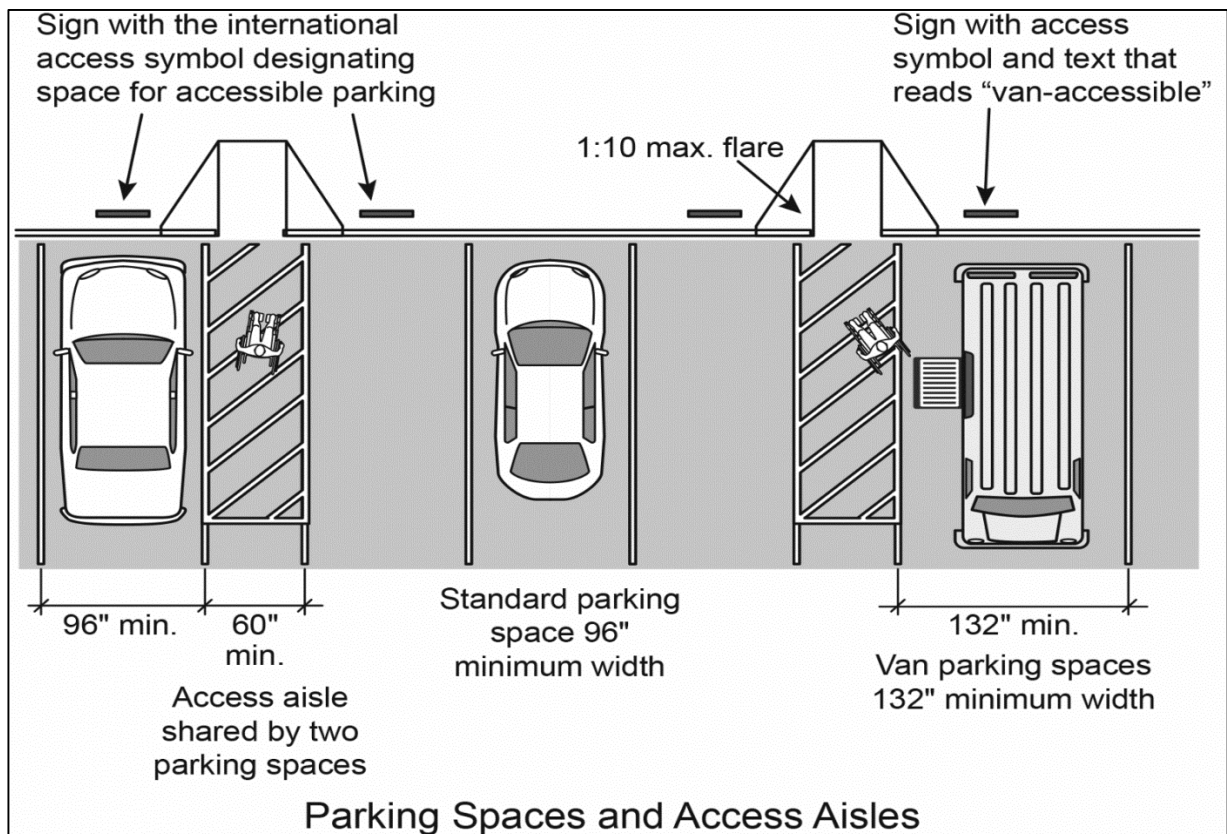
- Within the building's grounds, there is a parking area designated for those with impairments.
- There is unmarked parking available for personnel and visitors in front of the administration department building, respectively.
- Signage states that 2 parking slots are available;
- Unorganized parking of cars and two-wheelers.



SUGGESTIONS:

- Parking spaces for wheelchairs are designated with the signage but it is not clearly visible from far distance. It should be highlighted with color contrast
- The provision of vehicle shelter is also necessary.





2. INTERNAL ENVIRONMENT

2.1 ENTRANCE

OBSERVATION:

- The route to the entrance is accessible, and there are steps and a ramp for ingress.
- Three steps, a riser of 160mm, a tread of 300mm, and a width of 2550mm.
- Step nosing lacks colour contrast.
- A caution block and no railing.
- A fairly steep ramp is accessible at the gate, although it lacks a handrail.



SUGGESTIONS:

- Consider adding appropriate signage that reads "Accessible Route" to mark the entrance's accessible ramp.
- For visually challenged people, tactile warning blocks should be placed 400 mm before the start and finish of each ramp at the entrance to signal the level difference.
- Everywhere there are steps, there should be a 50mm colour contrast on the tread edge to aid the elderly and persons with vision impairments even in low light.
- Handrails ought to be present on ramps and steps.



2.2 RECEPTION



OBSERVATIONS:

- There was no specific reception desk or registration area at the building's entry.
- The enrolment procedures were carried out on-site at the college.
- There was no reception signs, and the reception area is 1100 mm tall.
- with a 1100mm height of reception and poor colour contrast, the surface

SUGGESTIONS:

- Provide guests with a distinct registration/reception desk at the entry, with a clear knee space of 350mm at the counter.

2.3 STAIRCASE



OBSERVATIONS:

- There are 13 stairs with a landing, each with a riser of 160 mm and a tread of 260 mm that is 1450 mm wide.
- Wall-shaped handrails are present on both sides and extend up the stairs.
- The floor surface is non-slippery and non-reflective, which is a good practise.
- There are no tactile warning blocks to aid visitors with visual impairments.
- There are no edge markings on the tread for the advantage of visually impaired visitors.



SUGGESTIONS:

- It is ideal to have railings on both sides and at two heights, or 700mm and 900mm, to accommodate adults and children of all sizes.
- On the landing, the railings ought to remain in place.
- Think about colour contrast strips. There should be tactile warning blocks available.

2.4 LIFT



OBSERVATION:

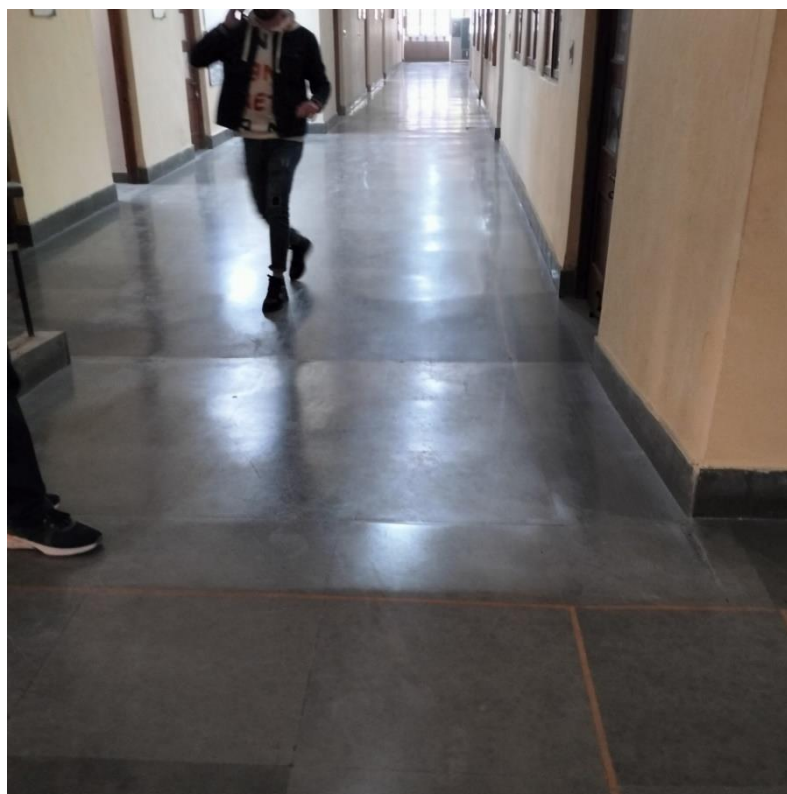
There is a lift in new building block that is open for faculty members and needy students.

SUGGESTIONS:

- For the advantage of those with limited vision and hearing problems, think about offering an audio announcement system in addition to a visual display.
- The elevator needs to be clearly marked.
- At each entry, there needs to be clear signage pointing in the direction of the elevator.
- For a wheelchair user to independently utilise the lift, there needs to be a rear view mirror on the lift's back wall.
- Braille must be available on every elevator control for the benefit of those who are blind.



2.5 CORRIDORS AND DOORS



OBSERVATION:

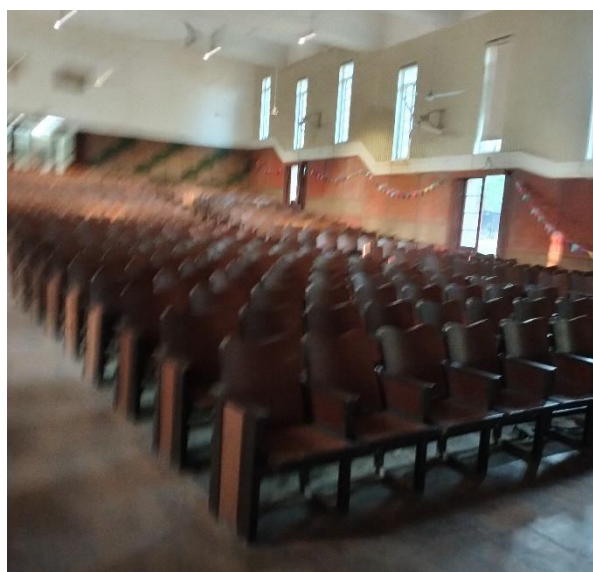
- The hallways are sufficiently wide (2300 mm), and no protruding objects lie in between.
- Displaying vibrant colour contrast.
- The illumination is just ok.
- Although slightly brilliant and reflective, the surface is not slippery.
- Doors with a handle height of 1200mm and a clear width of 1300mm.
- There is appropriate signage at the entrance.
- The door and floor have a poor colour contrast.
- •Signage that is currently displayed is too high and has poor colour contrast.

SUGGESTIONS:



- Consider adding adequate, evenly distributed illumination to the hallways.
- In the hallways, it is advised to install guide rails on both sides.
- Give the entrance, walls, ceiling, and floor contrast in colour.

2.6 AUDITORIUM/ CLASS ROOM

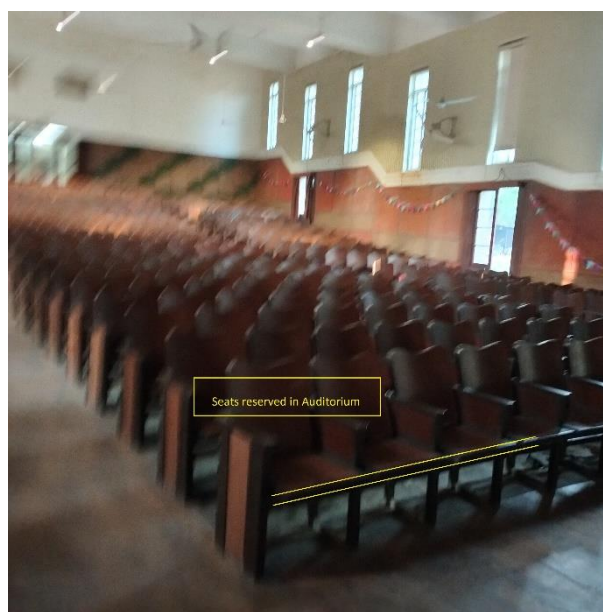


OBSERVATION:

- The auditorium is located on the ground floor of the structure.
- Riser: 150mm, tread: 280mm, width: 900mm, inaccessible to people with disabilities
- Doors are 920mm wide.

SUGGESTIONS:

- Stripes of different colours should be present on the steps.
- The steps shouldn't be as reflective as they currently are.
- A suitable ramp should lead to the stage.





2.7 LIBRARY



OBSERVATION:

- Library space is offered in the same building.
- There are two ramps for entry.
- Library building is easy to reach but not that easy to access by visually impaired person, so library staff assisting in person to needy students as per the requirements.

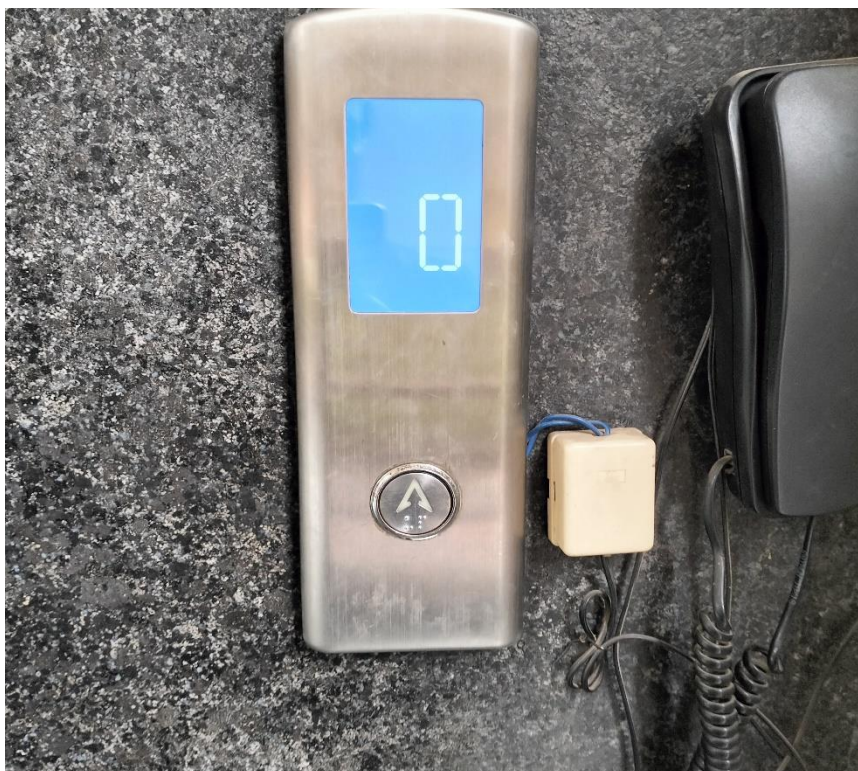
SUGGESTIONS:

- Ramps to enter into library, needs to be marked with proper color contrast.
- Regular maintenance of ramps and hand rails are suggested by the audit team.
- Signage needs to be clearly visible at clear height and colour contrasted.



2.8 CLASS ROOMS, LABORATORIES, LECTURE THEATRES, HOSTEL ROOMS, PRINCIPAL ROOMS ETC.







OBSERVATION:

- All of the rooms' furniture has enough height and leg room, and there are also loose seats available for students who use wheelchairs to use.
- The furniture's colour contrast with the floor's colour is very good.
- A few locations have had low lighting.
- It has been noticed that working counters in laboratories do not have enough room for legs.
- The hostel's rooms are larger and have ample space, and wheelchairs can move about easily in them.
- The table has plenty of room for legs so that you can use it while in a wheelchair.

SUGGESTIONS:

- It is suggested to use contrasting paints or strips to create colour contrast between the floor and the furniture.
- Braille information stickers with information about the specific numbering of the furniture or its location are proposed to be placed on the bench table and chair.
- A contrasting colour border is suggested for the black boards.
- It is suggested that audio announcement systems and visual display screens be placed close to the existing blackboards to translate displays and lectures for students with hearing and vision impairments.
- It is suggested that furniture be provided so that wheelchair-using students can make simple seating or accommodation arrangements.
- offer sufficient brightness in dimly lit areas
- By eliminating the wooden cupboards and skirting, among other things, from below the working counters of laboratories, you can provide enough leg room at a few counters.
- Add pull-out grab bars to the rear of the walls on either side of the bed, 700 mm from finished floor level.
- Add contrast colour bands to the main entrance door, balcony door, and bathroom door.

2.9 TOILETS



OBSERVATION:

- The signage is illegible and insufficient.
- The urinal has a 700 mm urinal height and a stepped (100) entrance.
- A washbasin with a 1000mm height but no mirror.
- Western toilet with a 400mm height.
- There are inadequate sanitary conditions and proper toilet maintenance.
- The restroom lacks adequate illumination and colour contrast.

SUGGESTIONS:

- Install sufficient directional signage pointing to an accessible public restroom.
- Ensure that the toilet unit is routinely maintained and cleaned.

2.10 DRINKING WATER

OBSERVATION:

- Drinking water facility is located inside the building on each floor near the stairs.
- Water tap height is 1000mm, and there is no glass available at the facility

SUGGESTIONS:

- The water outlet must have the following features: lever-style or automatic faucets; a clear floor space of at least 750 x 1200 mm; a clear knee space between the bottom of the apron and the floor or ground of at least 750 mm wide, 200 mm deep, and 750 mm high; and a toe space not less than 750 mm wide, 230 mm high as shown in the figure.

2.11 CAFETERIA



OBSERVATION:

- The college had a main canteen and few tuck shops in the college premise.
- Both a ramp and steps are used for entry and the main gate has signage with braille.
- The corridor is approximately 3000 mm wide.
- Water is only available at tables and is available at a height of 800mm.

SUGGESTIONS:

- The access to the canteen shouldn't have any obstacles.
- There should be a wide enough gate so that entering the canteen won't be difficult.
- Wheelchair users need a counter with enough room for their knees.



2.12 EMERGENCY EVACUATION



OBSERVATION:

- There are many emergency signage for any bodies.
- Few more signage are requires according to emergency evacuation plan.

SUGGESTIONS:

- Braille emergency exit signage needs to be put in.
- At key positions on each floor or level, emergency exits should have both auditory (hooter type) and visual (flashing bulb) alarms.
- Conduct recurring training sessions for personnel on handling emergencies and promoting disability equality.



3. QUESTIONNAIRE FORM

Below is the questionnaire form which was filled during audit

	Yes	No
1. Is there any car parking on site or in the vicinity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Is there any designated parking for Disabled Parking Badge Holders?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) Does it comply with the standard size and layout (see Appendix A)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) How far is the designated parking from the main entrance (approx.)? Should be no more than 50m	within 50 m	
(c) What is the surface of the car park (gravel, tarmac etc)?	gravel	
(d) Is the car park well lit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is there a bus stop in the vicinity (within 50m)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the route to the main entrance clearly signed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) Is the route suitable for wheelchair users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) Are there dropped kerbs where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) Is this route suitably lit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Is the main entrance level, ramped or stepped (see Appendix A1)?	ramped	<input type="checkbox"/>
(a) If stepped are there handrails on both sides?	NA	<input type="checkbox"/>
(b) Are the nosings colour contrasted?	NA	<input type="checkbox"/>
(c) Is there a tactile warning strip at the top?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(d) What is the rise of the steps?	NA	
(e) What is the going of the steps?	NA	
(f) How many steps in a flight?	NA	
(g) Is there a ramp alongside the steps?	NA	<input type="checkbox"/>



(h)	What is the gradient of the ramp?	1:12
(i)	What is the length of the ramp?	180 cm
(j)	Is there a level platform at the top of the ramp	<input checked="" type="checkbox"/> <input type="checkbox"/>
6.	Is the entrance door automatic or manual?	Manual
7.	Does at least one leaf give a minimum clear opening width of 800mm?	<input checked="" type="checkbox"/> <input type="checkbox"/>

	Yes	No
8. Is the door furniture at a reasonable height (1400mm from ground level and colour contrasted from the frame)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) If there is a doorbell or entry system, is it at a reasonable height (1200mm from ground level)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(b) Is the entrance mat of firm texture and flush with the floor?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(c) Is there a vision panel at wheelchair level?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Is at least part of the reception desk at a wheelchair accessible height?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) Is there a hearing induction loop or other amplifying device fitted in reception?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) Is there any seating in the waiting area?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) If yes, is there a mix of seats with arms and seats without arms?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(d) Is there space for a wheelchair user to wait?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Is all the ground floor accessible?	<input checked="" type="checkbox"/>	<input type="checkbox"/>



11.	Is there a lift in the building?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	What type of lift?	(Please tick)	
(a)	a full passenger lift?	Upto 8 pax	
(b)	If a passenger lift does it comply with Part M (see Appendix B)	Yes	
(c)	a platform stairlift?	No	
(d)	a platform lift?	Yes	
12.	Is the staircase suitable for ambulant disabled people (see Appendix C)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(a)	What is the rise of each step?	6"	
(b)	What is the going of each step?	11"	
(c)	Are the nosing of each step colour contrasted	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(d)	How many steps in each flight?	18	
(e)	Are there any intermediate landings?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(f)	Are the handrails continuous on both sides?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(g)	Do the handrails extend 300mm past the top and bottom steps?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13.	Do all internal doors give a minimum clear opening width of 750mm?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14.	Is the door furniture at a reasonable height?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a)	Is there a vision panel at a wheelchair height?	<input type="checkbox"/>	<input checked="" type="checkbox"/>



15.	Are there any internal ramps in the building?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a)	If yes what are the gradients?	1:12	
(b)	What are the lengths of the ramps?	1 metre	
(c)	Are handrails on the ramps	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16.	Is there a wheelchair accessible WC cubicle?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a)	Does it comply with the minimum dimensions of 2000mm x 1500mm?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b)	Does it comply with the dimensions in BS 8300 2200mm x 1500mm	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c)	Are the grab-rails colour contrasted from the background?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(d)	Are the hand washing and drying facilities within easy reach of anyone sitting on the WC?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(e)	Is there an emergency pull-cord that reaches down to the floor?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17.	Is there a textphone in the building?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18.	Is there a public telephone?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(a)	Is it at a reasonable height for wheelchair users (car or coin slot 1200mm from floor level)?	<input type="checkbox"/>	NA
(b)	Does it have an acoustic hood?	<input type="checkbox"/>	NA
19.	Is the main hall fitted with a hearing induction loop?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20.	If kitchen facilities are available are they at a wheelchair accessible height?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***** **END OF THE REPORT** *****