



Miranda House
UNIVERSITY OF DELHI



ACCESS AUDIT REPORT

2022-2023

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 Accessibility on institutional working framework to fulfill the requirement of

ACCESS AUDIT

The College's initiatives for visually impaired individuals have been thoroughly reviewed and were deemed satisfactory.

The management and faculty's commitment towards accessibility in all forms, such as easy access and display of information, is commendable and deserves recognition.

AUDITOR SIGNATURE



03.10.2023

DATE OF AUDIT

EHS ALLIANCE SERVICES, PLOT A-72, SURYA VIHAR, GURUGRAM, 122001
WWW.EHSALL.IN | BUSINESS@EHSALL.IN | EHSALLIANCE@GMAIL.COM



ACKNOWLEDGEMENT

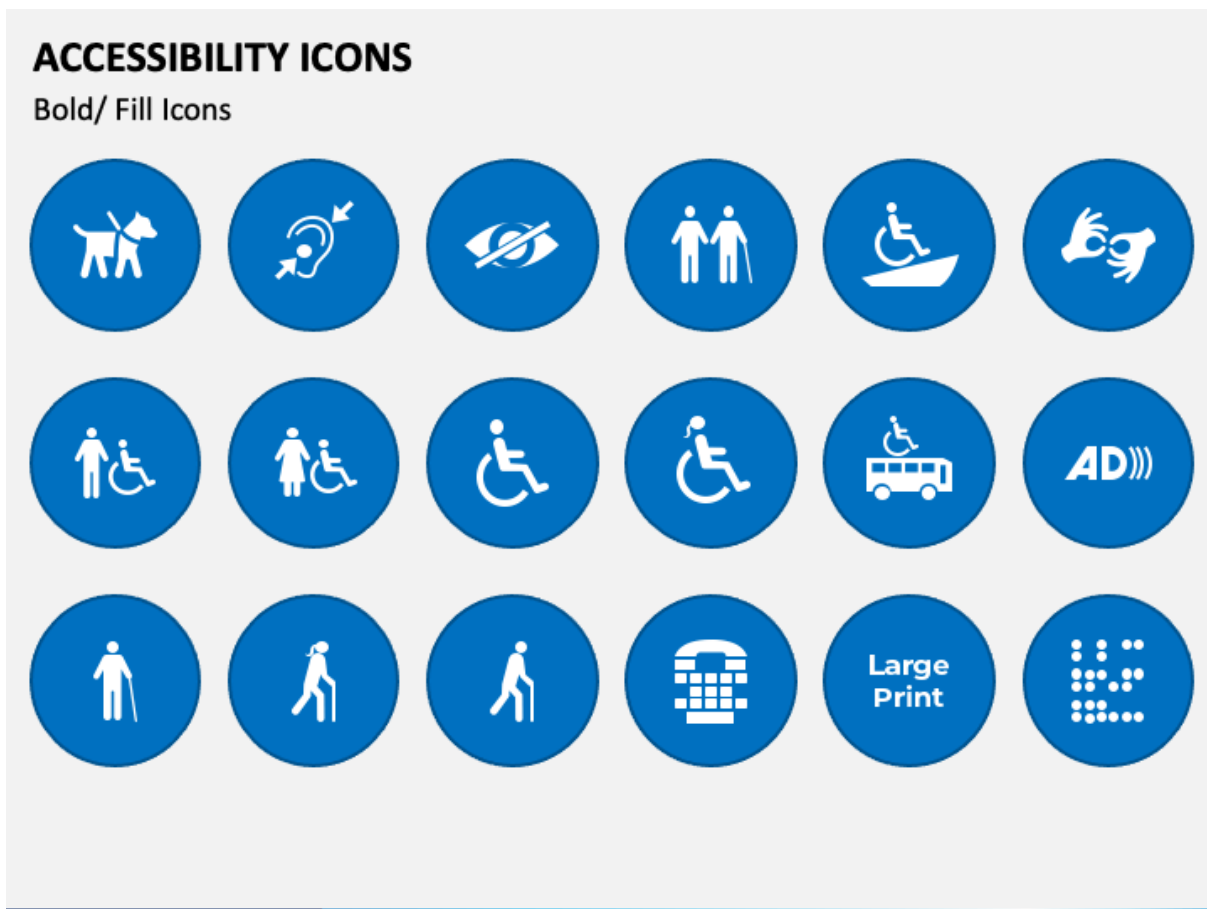
EHS Alliance Services would like to thank the management of Miranda House for assigning this important work of Access Audit. We appreciate the co-operation to the teams for completion of assessment.

First of all, we would like to thank **Prof. Bijayalaxmi Nanda - Principal** for giving us an opportunity to evaluate the accessibility for visually impaired students of the campus.

We would also like to thank **Dr. Saloni Bahri - Audit Coordinator and Convener, IQAC**, for her continuous support and guidance, without which the completion of the project would not have been 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

Prof. Monika Tomar Ex-Officio Member, IQAC





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 sensible 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 or for any direct or consequential loss arising from any use of the information, statements or forecasts in the report.

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A handwritten signature in blue ink, appearing to read 'J. Day'.

Signature

LEAD 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.

INTRODUCTION

An accessibility audit for a college campus is a comprehensive evaluation of the physical environment, digital resources, and services to ensure they are inclusive and accessible to all individuals, including those with disabilities. The goal of such an audit is to identify barriers that may hinder the participation and engagement of people with diverse abilities and to implement measures that promote equal access and opportunity.

By conducting an accessibility audit, colleges can identify areas for improvement, implement necessary changes, and foster a campus environment that prioritizes inclusivity and equal access for all students, faculty, staff, and visitors. This not only aligns with legal requirements such as the Americans with Disabilities Act (ADA) but also creates a more welcoming and supportive educational environment.



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 3500 students. The faculty, renowned for its meritorious basis 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 learn 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 has 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.

The Legacy... traditions and institutional values

MH has a rich legacy. Established at the dawn of independence it provided a unique opportunity to young women to quality higher education. They set for themselves high goals and ideals. They worked for a new society in which women would enjoy equal opportunities 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 the quality of education they imparted. They were also charged with a spirit of adventure, steeped in idealism, and committed to women's 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 nearly 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 premier 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.



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 instil 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 fulfil aspirations and reach milestones
- competencies for new domains of knowledge and the future of work in a globally connected world
- early mentoring for leadership instills the capacity to explore new ideas, take intellectual risk, and usher paradigm change



VISION

The Upanishadic maxim in the college logo “Swadhyayann pramaditavyam” enshrines Miranda House’s understanding of what education must accomplish and steers students towards introspection and self-learning.

Miranda House envisions a world where women have their rightful place and are given due recognition as leaders to reach 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 the education of women. It remains strongly committed to addressing issues of gender in all their complexity and preparing 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 develop an understanding of their duty to nation and nation-building meet with confidence the challenges they will encounter in their lives flourish in a different cultural milieu in an increasingly interconnected world uphold the core institutional values of respect for diversity, inclusiveness, and humanism to emerge as leaders charged with new ideas and the capacity to make a difference.

Facilities on the campus

Amenities at Miranda provide far more than academic and administrative facilities on campus. It is dedicated to providing students with an exceptional infrastructure for learning as well as facilities for simplifying the procurement of fundamental skills. To accomplish this goal, Miranda House offers the following:

LIBRARY: The Miranda House Library was established on 7th March 1948 and the first book was accessioned on 22nd July 1948. The foundation stone of the present building was laid by Smt. Indira Gandhi, then Prime Minister of India on 7th March 1973. The Miranda House Library preserves and provides access to a rich and enduring source of knowledge to inform, inspire, and engage its users in their intellectual and creative endeavors by the well-known motto "Right Document to the Right Reader at the Right Time". It takes pride in fulfilling this inherent mission to the hilt.

SMART CLASSROOMS: A total of 43 formal lecture spaces provide comfortable seating for 2200 students in regular classes with the potential for easily accommodating another 10% at any time. Nearly all lecture venues have

- Neatly arranged custom-designed, comfortable desks and benches with shelves for bags; teacher table, and chair.
- Green Ceramic Board for use with dust-free chalk or whiteboard for use with marker pens.

- Roof mounted Projector, and a pull-down white display screen for multimedia projection.
- Custom-designed Lecterns facility to link laptop to multimedia projector.
- Extra power outlets on front wall for flexible usage of the room.
- Air-conditioning where considered essential.



AUDITORIUM: Miranda House has an Auditorium with seating capacity of 450 in the Main Hall. As one of the oldest constructions in the college, it is part of the college building that was designed by Walter George. The architecture is unique. The Miranda House Auditorium and its stage bring alive nostalgic memories and are of historic importance.

MINI-AUDITORIUM: Miranda House has a Mini Auditorium with AC a seating capacity 170 Seating arrangement in steps for a clear visibility of all seated in there. Large windows with beautiful sight of green coverage around the auditorium. Is used to conduct Seminars, Conferences, Certificate Courses, Workshops, Lectures, and Training Programs.



SEMINAR HALL: The Seminar Hall has a seating capacity of 125. It has a high-quality sound system, wall-mounted speakers, conference table mikes, roving mikes, lapel microphone, provision for recording; Roof-mounted high luminosity projection system.

SPORTS FACILITY: Miranda House has a Sports Ground. Facilities exist for a wide range of indoor as well as outdoor sports. The college has 14 Sport Teams and competitively participates in Archery,



Athletics, Ball Badminton, Basketball, Chess, Cross-country, Netball, Power Lifting, Table Tennis, Taekwondo, Tennis, Weight Lifting, Volleyball and Yoga

FITNESS CENTRE: Fitness Centre is equipped with weight and cardio training equipment to cater to the needs of both, students and staff. The hall is air-conditioned.

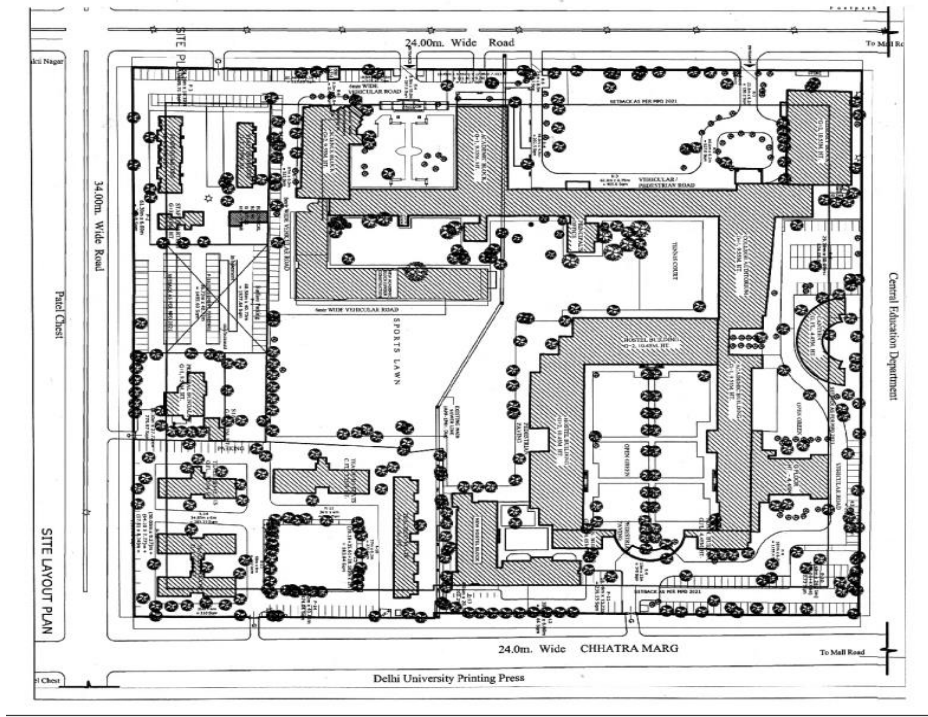


CAFETERIA: The cafeteria has been aesthetically renovated and is furnished with custom-designed furniture. It includes a well-ventilated open kitchen for the preparation of certain food items, with chimney hoods above burner stoves. Utmost hygiene is maintained at the food counters, dedicated storage spaces for grocery, cookware crockery, and cutlery and dishwashing area. An additional large room adjoining the main hostel kitchen and opening into the cafeteria complex is used for preparation work and most of the heavy-duty cooking. Water supply for cooking and drinking purposes is from the Hostel Reverse Osmosis Water Purification Plant.

HOSTEL: The hostel designed by the renowned architect Walter George, with the foundation stone laid by Lady Edwina Mountbatten, lends to the college a historical charm and a sense of legacy. It is laid out in an aesthetically designed quadrangle enclosing well-kept gardens paced out by a majestic bottle palm-lined pathway. The long corridors, the dining hall with a high arched ceiling, and stonework balconies add to its charm.



Geo Location
 Geo Coordinates from
 Google maps:
 28.6925615, 77.2102979



AUDIT PARTICIPANTS

On behalf of Miranda House

Name	Designation
Prof. Bijayalaxmi Nanda	Principal
Dr. Saloni Bahri	Convenor, IQAC
Prof. Monika Tomar	Ex-Officio Member, IQAC
Dr. Pushpa Singh	Member, IQAC
Dr. Hena Oak	Member, IQAC
Dr. Simran Jit	Member, IQAC
Dr. Neeru Yadav	Member, IQAC
Dr. Sujata Sengupta	Member, IQAC
Ms. Manavi	Member, IQAC
Mr. Vir Singh	Section Officer, Admin.
Mr. Jyoti Prakash	Admin.
Mr. Sudhir Aggarwal	Section Officer, Accounts
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. Shamsher Kharab	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 to guarantee the accessibility of the facility and its services.

The management of Miranda House decided to conduct an access audit of campus to learn more about the specific accessible elements in the current facilities and to make suggestions for improvements. It is crucial to note that an 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 organizing 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

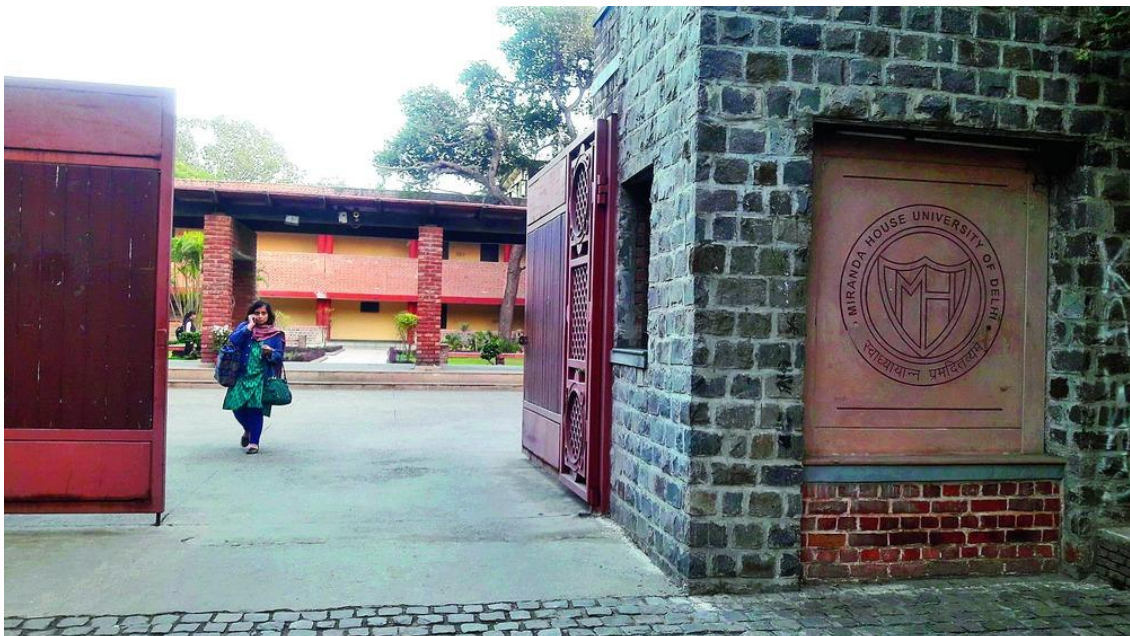
1. EXTERNAL ENVIRONMENT

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 curb ramp that levels the curb to the road.
- The current signage is both in Hindi and English.



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

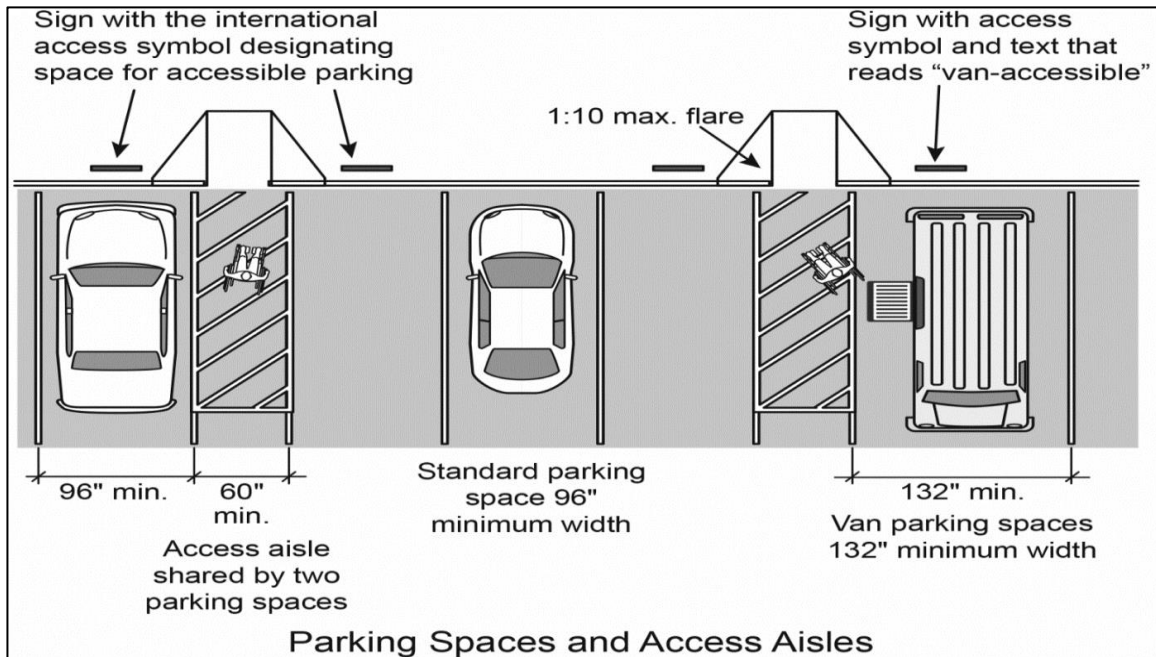
- Within the building's grounds, there is a parking area designated for those with impairments.
- There is unmarked parking available for personnel and visitors in front of the administration department building, respectively.
- Signage states that 2 parking slots are available;
- Unorganized parking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



SUGGESTIONS:

- Periodic painting or marking for parking space with clear visibility and navigation
- The provision of vehicle shelter is also necessary.



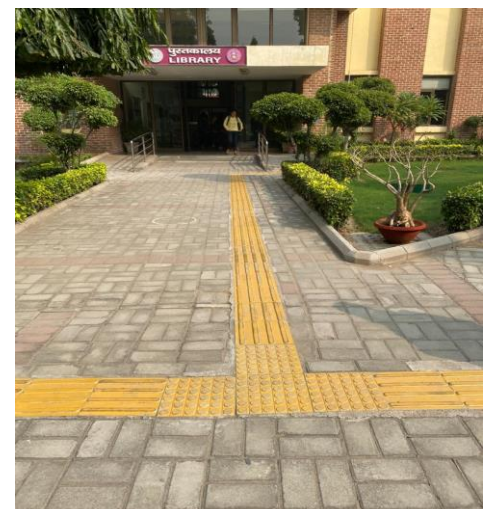


2. INTERNAL ENVIRONMENT

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 requires to have heat insulating layer at the 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 color 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 signage visible.
- The enrolment procedures were carried out on-site at the college.
- There were no reception signs, and the reception area is 1100 mm tall.

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.

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.

2.4 LIFT/ ELIVATOR



OBSERVATION:

- There is a lift in new building block that is open for faculty members and needy students.
- Buttons in the lift are with braille marking standards considering visually impaired people.
- The lift has audio announcement features in Hindi and English (dual language).
- The lift has help and call functions for any kind of assistance.
- The lift has a proper lighting system installed for better visibility.

SUGGESTIONS:

- At each entry, there needs to be clear signage pointing in the direction of the elevator.
- For a wheelchair user to independently utilize the lift, there needs to be a rearview mirror on the lift's back wall.

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, in future, please maintain minimum 200 Lumens in corridors.
- Although slightly brilliant and reflective, the surface is not slippery.
- There is appropriate signage at the entrance.
- The signage that is currently displayed is too high and has poor color contrast.

SUGGESTIONS:

- Doors with a handle height of 1200mm and a clear width of 1300mm.
- Consider adding adequate, evenly distributed illumination to the hallways.
- Give the entrance, walls, ceiling, and floor contrast in colour in future maintenance work.

2.6 AUDITORIUM/ CLASSROOM

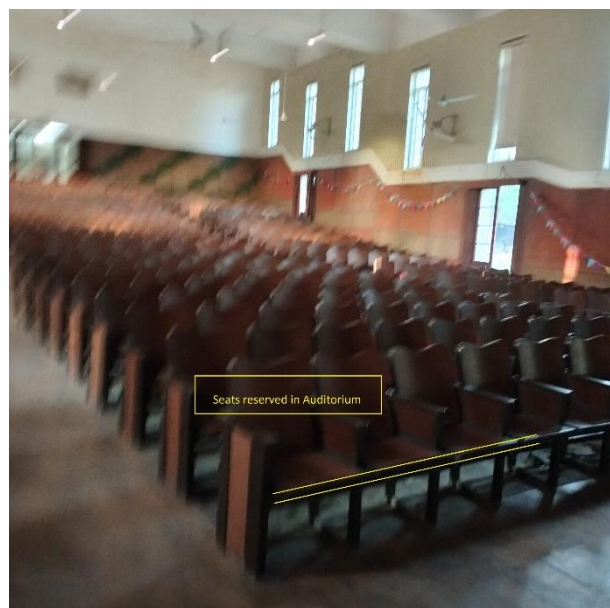


OBSERVATION:

- 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 or allocate a few seats (considering the admission count) for VI people in the front row on any side.



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 the library, needs to be marked with proper color contrast.
- Regular maintenance of ramps and handrails is suggested by the audit team.
- Signage needs to be visible at a clear height and color 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 color border is suggested for the blackboards.
- 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.
- 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 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.
- To prevent accidents due to slipping or skidding, it is advisable to keep your restroom floor dry.

2.10 DRINKING WATER

OBSERVATION:

- The 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:

- Regular maintenance of toilets and sufficient illumination should be in regular practice.
- Toilet surface should be dry to avoid slip & fall incidents.

2.11 CAFETERIA



OBSERVATION:

- The college had a main canteen and a few tuck shops on the college premises.
- 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 emergencies signage for any bodies.
- Few more signage are required according to the emergency evacuation plan.

SUGGESTIONS:

- 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 out during the 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 AppendixA)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) How far is the designated parking from the main entrance (approx.)? It 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 curbs 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 their handrails on both sides?	NA	<input type="checkbox"/>
(b) Are the nosing's 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 the wheelchair level?	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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"/>

		Yes	No
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 meter	
(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 telephone 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** *****