# ENVIRONMENTAL AUDIT TEMPLATE REFERENCE GUIDE

The following checklist is to give additional information when using the VI Environmental Audit template.

- When completing an environmental audit, think about the child or young person who is going to be moving through the environment.

- Look at the route to be travelled and think about the different implications of entering and existing a room or area.

- The lighting should not change between transitions of areas and environments.

- Weather can have implications on the physical environment:
    1. Audits should be revisited through the seasons.
    2. Metal walking surfaces can be slippery and a potential hazard when they are wet.
    3. Audits should be carried out at different times of day, so that natural lighting factors can be assessed.

# VI ENVIRONMENTAL AUDIT

**Date:**

**Where:**

**Who:**

**Weather conditions at time of audit:**

**Signed:**

**Review / Evaluation Date**

| Lighting<br><br>Good Practice | Current Situation | Possible Action (if required) | Additional Comments | Review / Evaluation |
|---|---|---|---|---|
| The area should be well-lit. | | | | |
| The lighting throughout areas should be kept at a constannt level. | | | | |
| Lighting should be free from noise. | | | | |
| Window blinds can be used to reduce glare. | | | Use of sunglasses / caps if required. | |
| Minimise shadows (this will change during day/time of year) | | | Alert VI users that situations can change. | |

| Colour & Contrast<br><br>Good Practice | Current Situation | Possible Action (if required) | Additional Comments | Evaluation |
|---|---|---|---|---|
| Colours of different contrast can be used to signify different areas. | | | To paint contrasting colour | |
| Prominent features in the environment such as signs, handrails and door frames can be highlighed by using contrasting colours. | | | VI users to be alerted to the object. | |
| The area should be free of visual clutter | | | | |

| Auditory Features | Current Situation | Possible Action (if required) | Additional Comments | Evaluation |
|---|---|---|---|---|
| **Good Practice** | | | | |
| Background noise should be kept to a minimum. | | | | |

| Walking Surfaces and walkways Good Practice | Current Situation | Possible Action (if required) | Additional Comments | Evaluation |
|---|---|---|---|---|
| Areas to be kept clear of clutter and obstructions such as bags. | | | | |
| The environment being used should be taught to the individual. | | | Ensure staff are aware of routes and features. | |
| Walking surfaces should be smooth. | | | | |

| Physical Environment / Accessibility Good Practice | Current Situation | Possible Action (if required) | Additional Comments | Evaluation |
|---|---|---|---|---|
| Areas should be kept clear of clutter, obstructions and protruding objects. | | | | |
| The environment being used and any changes should be taught to the individual. | | | Ensure staff are aware of routes and features. | |
| Highlight any gradient changes or areas of transition. | | | Hazard warnings can be painted on surfaces. | |
| Doors which are fully glazed should be highlighted with high contrast indicators to be able to visualy locate them. | | | | |

| Physical Environment / Accessibility Good Practice | Current Situation | Possible Action (if required) | Additional Comments | Evaluation |
|---|---|---|---|---|
| Handrails should be at an appropriate height. | | | | |
| Stairwells should have handrails on both sides. | | | | |
| Handrails should have an appropriate run off. | | | | |
| Movement should not be obstructed by protruding open windows or doors. | | | | |

| Access to School Environment / Areas of Transition<br><br>Good Practice | Current Situation | Possible Action (if required) | Additional Comments | Evaluation |
|---|---|---|---|---|
| Speed Limit for transport within the school grounds. | | | | |
| Appropriate pavement access routes for pedestrians. | | | | |
| Designated parking areas. | | | | |