



Accessibility Checklist

A Self-assessment Tool

A checklist for the self-assessment of the accessibility of:

- Residential campsites and conference centres
- Outdoor activities
- Local government facilities
- Recreation facilities
- Tourism facilities
- Accommodation in cabins, caravan parks, hotels and motels.

Making It Accessible Without Taking Away The Experience!

*Great times and memorable experiences occur indoors **AND** outdoors. They occur at the lakeside as well as in the dining room. They occur in the recreation room and when trying to cook something over an open fire.*

The buildings offer one part of the camping experience but the outdoors and activities offer another very important and exciting part. The reason many people go camping is because of the opportunity for excitement and new experiences in the outdoors

So how can we offer the same diverse experiences to people with disabilities?

Certainly buildings need to be as accessible as possible (wide doors, ramps, non-slip surfaces, well-designed toilets and showers). But activities also need to be as accessible as possible—around the lake and in the canoes, around the BBQ and at the ropes course.

As a venue manager, you need to think about

- *How accessible are your buildings?*
- *How accessible are your activities?*
- *How can they be adapted or improved?*
- *What should be the long-term targets?*

This checklist will give detailed and objective answers to the first two questions, offer some guidance and ideas for adaptation and help formulate some general long-term goals.

Life is either a daring adventure, or nothing.

Helen Keller





The Accessibility Checklist: A Self-assessment Tool provides a means for the self-assessment of buildings, activities, outdoor areas for campsites, allied accommodation and sport and recreation providers.

It has been produced by
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People Outdoors, a division of the Camping Association of Victoria.

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This document is available at <http://www.auscamps.asn.au/accessibility/>

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Accessibility Checklist

A Self-assessment Tool

This checklist is designed to assist you to determine the accessibility of:

- Residential campsites and conference centres
- Outdoor activities
- Accommodation in cabins, caravan parks, hotels and motels.
- Recreation facilities
- Tourism facilities
- Local government facilities

Some facilities may need additional checklists; see the Resources section.

Growing Markets

While the checklist has been prepared with people with disabilities in mind—about 20% of the population has some form of disability—improved access can also enhance your venue for many groups such as:

- Young parents—with toddlers, prams and pushers
- Older active adults—an increasing part of the community

Many of the examples discussed are drawn from residential campsite settings but can be applied to many facilities that provide activities or accommodation.

Who Will Use This List?

Facility managers and operators

This checklist will help you as a manager or owner assess the accessibility in a detailed and objective way.

If your venue has ‘perfect’, ‘fair in parts’ or ‘poor’ access then you as the venue manager need to know so you can

- Convey it accurately to potential users
- Act to improve facilities with simple modifications
- Plan to modify facilities as time and circumstance permits.

The completion of a checklist such as this is a requirement of Australian Campsite and Outdoor Provider Accreditation Program. (<http://www.auscamps.asn.au/accreditation.html>). It may also be used in other accommodation or tourism accreditation programs.

Community organisations such as neighbourhood houses that want to cater for a diverse range of needs can also use the checklist.

Users

User groups may want to know the accessibility details of the venue and the activities. Venue managers can offer this completed checklist to groups.

On the other hand, groups and individuals may provide this checklist and request it be completed prior to making a booking. The user will then be in a position to know what issues may arise at the site or activity and plan accordingly.

Which Disabilities?

People who use your facility may or may not have an obvious disability. The disability could take many forms:

- Physical
- Intellectual
- Psychiatric

The Technical Bits

Building Code of Australia

The technical aspects of building access are governed by the Building Code of Australia (BCA). This is a ‘uniform set of technical provisions for design and construction of buildings and other structures throughout Australia’. The BCA is given legal effect by State legislation.

See Australian Building Codes Board (ABCB)
<http://www.abcb.gov.au/>

Disability Discrimination Act (DDA)

The DDA is a general law about eliminating discrimination against people with disabilities. It deals with employment, education, access to premises and a range of other subjects. It focuses on outcomes rather than specifications.

People who design, build, own, lease, operate or manage premises already have responsibilities under the DDA not to discriminate against people with disabilities in relation to access. They also have to comply with State and Territory building regulations which reference the Building Code of Australia (BCA).

The BCA currently applies only to new buildings or those buildings undergoing significant refurbishment or alteration. Find out more on the DDA at Human Rights and Equal Opportunity Commission
http://www.hreoc.gov.au/disability_rights/

Standards

Standards Australia produces standards for design relating to access and mobility (see ‘Resources’ later in this document). Some of these are currently incorporated in to the Building Code of Australia and so are mandatory, while other standards are advisory. However the implementation of the DDA in relation to buildings is being reviewed. See ‘Changing Building Requirements to Match Disability Discrimination Laws’ later in this document.

For more on Standards Australia visit
<http://www.standards.com.au/>

This Checklist Is Not the Standard

This checklist looks at selected key parts that can improve accessibility of a building or an activity. To make a building truly accessible the details of the Standard need to be followed, not this checklist. There are many areas not even touched on by this checklist—tactile indicators for instance—that should be incorporated in to well-designed buildings that offer good accessibility.



- Sensory
- Neurological
- Learning
- Physical disfigurement
- The presence in the body of disease-causing organisms.

As a result of these disabilities people may have one or more of the following impairments

- Difficulty interpreting information
- Partial or complete loss of sight.
- Partial or complete loss of hearing
- Poor balance
- Lack of co-ordination
- Limitations of stamina
- Difficulty moving their head
- Difficulty using their hands and fingers
- Inability to use upper extremities
- Difficulty bending or kneeling
- Reliance on mobility aids
- Extreme size or weight.

These impairments mean that barriers can be created inadvertently in the way a venue is managed as well as how it is designed.

Some examples of barriers are:

Barriers to physical access—Kerbs and footpaths, weight of doors, access to desks, counters, steps, narrow corridors, loose furniture obstructing pathway, or steep ramps

Barriers to accessible information—Height of reception desk for a person in a wheelchair, leaflets and pamphlets out of reach, size of font too small, or complex language used

Barriers due to lack of staff awareness and skills—Staff unaware of the specific communication skills needed for people with disabilities, lack of understanding of abilities and limitations

Barriers to opportunities to socialise—Telephone too high, furniture too low or too high, drink fountain inaccessible due to height and operating lever, dining area at different floor level, or steps at the entrance

Barriers to participation in outdoor activities—Pathway to the activity is too steep or too rough, equipment is only suitable for narrow range of body size or shape, equipment is only suitable for a narrow range of ability, staff lack knowledge to adapt activities.

Completing the Checklist

The checklist is divided into various features and each feature has a series of items that need to be assessed.

Buildings: For instance a recreation building may need to have an assessment made of the following features:

- Pathway to the building
- Doorways (internal and external)
- Steps and ramps
- General Lighting (internal and external)
- Signs
- Floor and path surfaces
- Toilets
- Hand washing facilities

Checklists are provided for all of these features (and many others).

Activities: Similarly for activities; archery for instance may need the checklist for Outdoor Tracks (getting to the activity), the checklist for Building Features (like that shown immediately above) if it's conducted in a building, as well the Archery checklist for the actual activity.

No checklist provided?: If you have an activity for which no checklist is provided, you'll need to adapt one of the checklists or create your own using the principles in this document.

Staff Training

If you and your staff are pleasant, polite and welcoming then you've set the atmosphere for your venue.

Staff will often benefit from training in dealing with diversity and different issues that arise in dealing with the public—older adults, people with different cultural backgrounds, people with disabilities, people with little English.

Training may have some awareness of specific disabilities and should also include the importance of:

- Attentive listening
- Making eye contact
- Using clear and natural speech
- Waiting for a response to a question
- Seeing the person not the disability

When you're assisting a person with a disability

- Ask if they need assistance if they appear to be having difficulties
- Communicate at a comfortable distance
- Be aware of the tone you use
- Be honest and realistic in your response
- Don't feel guilty about refusing unrealistic requests but explain why something may not be possible
- Be prepared to negotiate
- Treat them as you would any other member of the community

Conducting Activities

- Some disabilities may mean people are restricted in their ability to handle chilling winds, heat or sun so protection from the weather can be important.
- Minimizing waiting time can reduce unnecessary exposure
- Extra time may be required to move to the next activity or to complete the task
- Highly stimulating activities should be spread out and mix with passive times
- Reinforce explanations by using cues, demonstrations, modelling tasks and activities.
- A time-out space can be useful
- Have alternative methods for doing the activities and plan them beforehand
- Safety issues need to be handled with proper planning and equipment, and competent staff
- Help other campers understand and be aware of disabilities.



Do I Need ALL of This Document?

No, just select those features that apply to your facility. For instance, if you only have accommodation you can ignore the entire activities section. If you have activities, you only need to print out those that apply to your site.

If you have several buildings and they are quite different (perhaps a lodge and several identical cabins), then you need a set for the lodge and the identical cabins would need another set.

Once You've Finished ...

Once you've finished the checklist, there are four steps for you to take. These are

- Tell people accurately what you have at your venue—offer to send it to all groups, put it on your web site, and place it in your accreditation folder.
- Plan how you can improve the accessibility of the site—what can you adapt immediately? What can you plan for when making alterations?
- Don't forget to review the checklist periodically and after making any changes at your venue.
- Continue to actively seek feedback from user groups.

Handling Changes

Typically you'll discover that some parts of your venue are accessible (or easily improved). Some parts will only be accessible with assistance and probably some parts will need substantial alteration to become fully accessible. Very few places will be 'perfect'.

The key aim of the checklist is not to make you perfect but to give you an objective and comprehensive way to

- Assess what you have, and
- Clearly convey this detail to users.

How and when you move to improve accessibility is in your hands and depends on many factors. You will need to consider things like:

- Statutory controls and legislation
- Building regulations
- Australian Standards
- Varying user group requirements
- Economic constraints
- Community expectations

The checklist pinpoints those areas that may need improvement however professional advice should be sought before commencing any work. One very useful resource is *Access for All: A Guide for the Design of Accessible Indoor and Outdoor Recreation and Sporting Facilities*, see details in Resources.

Making Modifications Now

Many venues were built when the community gave little thought to accessibility. Some campsites may have been purpose-built and cater well for wheelchair access but some were guesthouses or boys' homes or farmhouses. Community facilities such as neighbourhood houses are sometimes in just that—a traditional suburban house.

So what can be done? Lots! —and often without enormous expense.

- Consult several user groups about their needs—what's easy for some may be difficult for others
- Improve access—thoughtful changes can be made to buildings and structures to ensure they meet the needs of more people.
- Adapt what you have—activities can be adapted while retaining the thrill of the experience.

What Kind Of Language Do You Use?

If the words we use to describe people with disabilities are negative they both reflect and reinforce negative attitudes.

Those attitudes are often the most difficult barriers that people with disabilities face. You can help foster an inclusive attitude toward people with disabilities by applying the following suggestions.

Good practice

- Put the person not the disability first, for example 'people with disabilities', 'a person with a hearing impairment'.
- When necessary, refer to a person as having a (specified) disability, for example 'has cerebral palsy'. Phrases such as 'suffers from', 'stricken with' or 'victim of' should not be used. People with disabilities do not necessarily suffer, nor do they wish to be seen as victims.
- Refer to 'people without disabilities' rather than 'normal' or 'able-bodied' people.

Positive communication

- Speak directly to the person, not to their interpreter or support person.
- Don't make the person's disability an exclusive topic of conversation, but don't be afraid to refer to it if it is necessary.
- Ask the person if they have any specific requirements, such as 'can you hear clearly here?' or 'is the table low enough to write on?' Most people are prepared to explain their requirements.
- Avoid phrases that imply a stereotyped view of people with disabilities such as 'it must be terrible for you' (the person may not regard their disability as a great tragedy) or 'aren't you wonderful' if the person performs some everyday activity.
- Speak naturally and use words like 'look' and 'see' for example to a person who is blind. Blind people understand the concepts and use the words themselves.

Some words and phrases to avoid

- Avoid referring to people by categories: 'the blind', 'the disabled'. People may have similar disabilities, but they are all unique individuals.
- Avoid negative words and phrases that demean people with disabilities, such as unfit, defective, incapacitated or handicapped.
- Avoid expressions that imply restriction, such as 'wheelchair-bound'. A wheelchair is an aid to mobility. It is better to say 'uses a wheelchair' or 'is a wheelchair user'.
- Avoid silly euphemisms such as 'intellectually challenged' or 'differently abled'. Most people with disabilities do not like them. It is better to say 'person with a disability'.



- Provide information—accurately explain about the accessibility and the services so people know what you have (this checklist is an example).
- Train staff—ensure your staff are aware of individual differences and the needs of people with disabilities
- Tell user groups about the changes.

Feedback and Suggestions

People Outdoors would welcome feedback on this checklist. You may have ideas about additions to the checklist, ways to simplify it or ways to modify and improve existing venues or activities. “A good idea doesn’t care who it belongs to”. Why not share it? Contact People Outdoors at Ph 03 9350 5116

Email peopleoutdoors@cav.asn.au

Resources

Books

This document draws strongly on the publication *Access for All* published by Sport and Recreation Victoria.

Access for All: A guide for the design of accessible indoor and outdoor recreation and sporting facilities, Sport and Recreation Victoria ISBN 0 7331 0400 5

Camping specific resources:

Recreation Programs for People with Disabilities: A resource kit for volunteers and staff, Russell Hoye, Camping and Recreation Network 2000) ISBN 0646406043

Let's All Go Camping! Simple ways to make a campsite more accessible to young people with special needs, Karen Sheehan (undated leaflet) People Outdoors.

Codes and Standards

These are written in technical language; they are reviewed and updated periodically.

AS 1428.1—2001 *Design for access and mobility Part 1 General requirements for access—New building work*

AS 1428.2—1992 *Design for access and mobility Part 2 Enhanced and additional requirements—Buildings and facilities*

AS 1428.3—1992 *Design for access and mobility Part 3 Requirements for children and adolescents with physical disabilities*

AS/NZS 1428.4:2002 *Design for access and mobility Part 4 Tactile indicators*

Building Code of Australia (2 volumes)

Simple access guides

The series *How to provide better access to...*

Sporting Clubs and Recreation Facilities,

Tourism Services, Facilities and Venues

Tourist Accommodation Facilities

Festivals and Outdoor Events

All are published by Access Audits Australia

<http://www.accessauditsaustralia.com.au>

Other book resources

Access Guide to Victoria's Parks, Vision Australia Foundation and Parks Victoria 2002 ISBN 0 9579 9180 0

Access Indicator—Access for All Abilities, Sport and Recreation Victoria 2001 ISBN 0731181336

Bridges to Accessibility: A primer for including people with disabilities in adventure curricula, Mark Havens, Project Adventure 1992 ISBN 0 8403 7891 2

Safety Guidelines: Camping and Bush Activities, Department of Education Victoria 1998 ISBN 0 7306 9111 X also available for download at <http://www.sofweb.vic.edu.au/scln/safety.htm>

Safety Guidelines: Swimming Based Activities, Department of Education, Employment and Training, Victoria 2001, ISBN 0 7594 0113 6 available for download at <http://www.sofweb.vic.edu.au/scln/safety.htm>

Changing Building Requirements to Match Disability Discrimination Laws

Important changes to the Building Code of Australia (BCA) are being proposed to align building regulation with Australian Government disability discrimination laws. The proposed changes will significantly improve access to buildings and provide certainty for building owners about how to provide access for all members of the community.

The Disability Discrimination Act (DDA) makes it unlawful to discriminate against a person on the ground of disability in a number of areas, many of which are building-related. The DDA, however, does not provide prescriptive details about what someone has to do to comply.

The current situation means that people with a disability have to use the complaints mechanism in the DDA to enforce their rights; while those responsible for buildings cannot be certain about fulfilling their responsibilities.

In order to align building requirements with the DDA, the Australian Government has asked the Australian Building Codes Board (ABCB) to assist in the development of the Disability Standards for Access to Premises (Premises Standard) which essentially uses a revised BCA as the compliance code. This will mean that, when completed, those responsible for buildings will be certain that if they comply with the revised BCA, they are complying with the DDA in relation to the built environment.

In broad terms, the proposals are an attempt to meet the objectives of the DDA to ensure buildings are as accessible as possible, without imposing what the legislation describes as an unjustifiable hardship on building owners and occupiers. The proposals include:

- Access to most levels in publicly accessible buildings
- Wider circulation space requirements in corridors, through doorways and in accessible toilets
- Additional accessible entrances to buildings
- Accessible toilets wherever a bank of toilets is provided
- Increased numbers of accessible rooms in hotels and motels
- Hearing augmentation in more rooms with a public address system
- Access to and from swimming pools
- Additional information and accessible features in lifts.

More information

Australian Building Codes Board (ABCB)

<http://www.abcb.gov.au> or

HREOC Disability Rights Unit at

http://www.humanrights.gov.au/disability_rights/



Web

This document is available at

<http://www.auseamps.asn.au/accessibility/>

Facilities access

Access Resource Kit *Creating Accessible Communities—with checklists to improve access for people with disabilities*, Government of WA) Free download from

<http://www.dsc.wa.gov.au/>

Expanding Your Sport and Recreation Markets: Universal Access to Your Facilities and Programs, WA Sport and Recreation et al, Free download from

<http://www.wama.wa.gov.au>

Buildings: A Guide to Access Requirements, Disability Services Commission WA http://www.dsc.wa.gov.au/content/access/access_publications.asp

Principles of Universal Design, WA Government <http://www.dsc.wa.gov.au>

Human Rights and Equal Opportunity Commission have information about the Disability Discrimination Act and Action Plans at http://www.hreoc.gov.au/disability_rights/action_plans/

Commonwealth Disability Strategy Accessibility Checklist; Physical Access Requirements and Facts Sheets

<http://www.facs.gov.au/disability/cds/pubs/bpa/>

Camping and activities

Principles for Adapting Activities in Recreation Programs and Settings, National Centre on Accessibility (US) Access Today Spring 2002 <http://www.ncaonline.org>

Nationwide Study of Inclusive Programs, American Camping Association <http://www.acacamps.org>

Ropes Courses for All: Creating a universally accessible challenge program, American Camping Association <http://www.acacamps.org>

Helping Your Counselors Welcome All Campers, American Camping Association <http://www.acacamps.org>

Programming Snoezelen: A Magical Place at Camp, American Camping Association <http://www.acacamps.org>

Canoeing and Kayaking with Individuals with Physical Disabilities, Gary Thompson and Jerry Hitzhusen, Recreation and Park Administration Department, University of Missouri, Columbia, Missouri <http://www.indiana.edu/~outdoor/bponline/bp1980/bp80thom.doc>

Adaptive Canoeing, Kayaking and Rafting—A level paddling field <http://www.adaptiveadventures.org/paddle.html>

Access and Outdoor Recreation, Kent Marchant <http://www.bassinternational.com.au/AccessOutdoorRec/>

Adventure Activity Standards, Outdoor Recreation Centre, <http://www.orc.org.au>

Safety Guidelines: Camping and Bush Activities, Department of Education Victoria 1998 ISBN 0 7306 9111 X also available for download at <http://www.sofweb.vic.edu.au/scln/safety.htm>

Safety Guidelines: Swimming Based Activities, Department of Education, Employment and Training, Victoria 2001, ISBN 0 7594 0113 6 available for download at <http://www.sofweb.vic.edu.au/scln/safety.htm>

Resources

Access e-bility a destination web site for disABILITY information and resources <http://www.e-bility.com.au> and especially <http://www.e-bility.com.au/adventure>

Achievable Concepts Pty Ltd Adapted Recreation and Sporting Equipment for people with Disabilities and the Aged <http://www.achievableconcepts.com.au>

People Outdoors provides support for people with a disability to participate in outdoor recreation programs. <http://www.cav.asn.au>

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Fiona Rector, *Canoeing For All Abilities*. Project, Canoeing Victoria

Action Plans

The Human Rights and Equal Opportunity Commission (the Commonwealth body responsible for implementing aspects of the Disability Discrimination Act) encourages businesses to develop Action plans. It says “in implementing DDA Action Plan, your business and the community as a whole will benefit from the additional economic participation of people with a disability” More information on developing and lodging Action Plans can be found at http://www.hreoc/disability_rights/action_plans/

Universal Design

Most facilities will need to be adapted to improve access. A better approach is that of creating facilities and services that are designed to cater for diverse needs. ‘Universal design’ incorporates features that allow usage by the greatest number of people with wide variation in abilities and within the widest possible range of settings.

If you’re starting buildings or programs from scratch you should use the opportunity to design the best possible options for everybody.



How to Use the Checklist

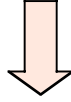
1. Determine what you're going to assess
 - General Information
 - Building
 - Activities
2. List the features associated with it e.g. doorways, furniture, floor surfaces, etc.
3. Print and complete a copy of a checklist for each feature
4. Collate the checklists
5. Continue for other buildings and activities



Assessing General Information

Step 1 – Select

Select the site you want to assess



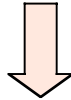
Step 2 – List Features

Use the summary page to list the relevant features of the site that ought to be assessed.

Example

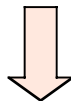
General Information summary page

Marketing	✓
Car parking	✓
Emerg plan	✓
Transport	✓



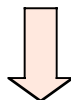
Step 3 – Assess Features

Take a copy of the checklists for each of these features and systematically work through each checklist recording what is in place at this moment. Generally, the most equipment you'll need will be a measuring tape.



Step 4 – Collate

The checklist for each feature in the site is collated behind the summary page and the assessment of the general site is complete.



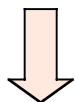
Step 5 – Report /Summarise



Assessing Buildings

Step 1 – Select

Select the building you want to assess



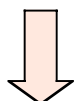
Step 2 – List Features

Use the summary page to list the relevant features of the building that ought to be assessed.

Example

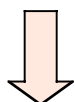
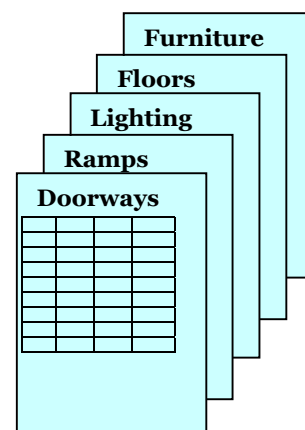
Building summary page

Doorways	✓
Ramps	✓
Lighting	✓
Floors	✓
Furniture	✓



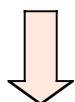
Step 3 – Assess Features

Take a copy of the checklists for each of these features and systematically work through each checklist recording what is in place at this moment. For most checklists the only equipment you'll need will be a measuring tape.



Step 4 – Collate

The checklist for each feature in the building is collated behind the summary page and the assessment of that building is complete.



Step 5 – Report / Summarise

Repeat for other buildings.



Assessing Activities

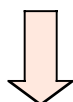
A similar method applies to the activities. The common activities will have their own specialist checklist highlighting the likely issues with each activity.

Some activities have similar issues and may be grouped together e.g. lake and fishing, campfire and bush cooking.

No checklist provided?: If you have an activity for which no checklist is provided, you'll need to adapt one of the checklists or create your own using the principles in this document.

Step 1 – Select

Select the activity you want to assess



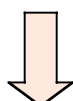
Step 2 – List Features

Use the summary page to list the general access features of the activity (pathways, tracks, etc.) and add to it the checklist for this particular activity.

Example

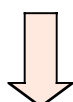
Activity summary page

Tracks	✓
Signage	✓
Archery	✓



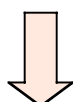
Step 3 – Assess Features

Systematically work through each checklist recording what is in place at this moment. For most checklists the only equipment you'll need will be a measuring tape.



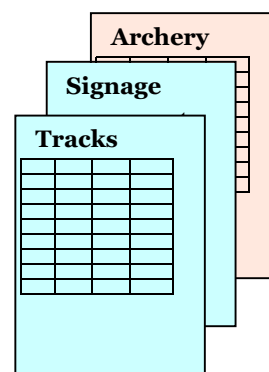
Step 4 – Collate

The checklist for each feature in the activity is collated behind the summary page and the assessment of that activity is complete.



Step 5 – Report / Summarise

Repeat for other activities.





Checklist for General Information Features



Summary Page—General Information Features

Name of site

Features assessed for the site

	<i>Does the site have these features?</i>	<i>Assessment completed for each different type</i>
Marketing	Yes / No	Yes / No
Signs and Communication	Yes / No	Yes / No
Emergency Management	Yes / No	Yes / No
Public Telephone	Yes / No	Yes / No
Car Parking / Coach Set-down	Yes / No	Yes / No
Public Transport	Yes / No	Yes / No
Pathways	Yes / No	Yes / No

Date completed

Name Signature

This is a summary page for general information features

- On this summary page record the features that are available to the public.
- Each feature should be assessed according to the checklist for that feature (e.g. one checklist for marketing information, another checklist for car parking and so on).
- The General Information Checklists for all the features in that building are then collated.
- This summary page is then placed at the front of the checklists.

What needs to be assessed

All features need to be assessed if they are available for public use.

Multiple features

If there are multiple features that are identical (there may be two similar car parking areas) then only one feature (one carpark in this example) needs to be assessed

If there are several different car parking areas then each needs to be assessed.



Marketing Checklist (MA)

Accurate information makes planning easier. Make sure you offer clear detailed printed and electronic information to people using your venue that accurately reflects what's available. Some user groups may be able to provide experience that can assist other user groups in their planning.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
MA1	Does your printed material explain the opportunities for people with disabilities to use your venue?	Yes / No		
MA2	Does your web site explain the opportunities for people with disabilities to use your venue?	Yes / No		
MA3	Does your web design site meet accessibility guidelines? See http://www.w3.org/	Yes / No		
MA4	Is your marketing and information material accessible (i.e. available in different formats such as large print, plain language, audio)?	Yes / No		
MA5	Has your staff been trained to meet the needs of a diverse clientele, including those with disabilities?	Yes / No		
MA6	Have groups that included people with disabilities used your site recently?	Yes / No		
MA7	Have you consulted with people with disabilities about ways to improve access?	Yes / No		

Date completed Name Signature

Consider these modifications

- Make clear statements about the accessibility of the site; indicate detailed information, such as this checklist, is available.
- Only use the Universal Access symbol (see symbol at right) if the site is completely accessible
- Provide this completed accessibility checklist via your web site or in print
- Offer this completed accessibility checklist to all user groups
- Utilise accessibility guidelines in the design of web pages (flexible fonts, alt tags, etc. – see <http://www.w3.org/TR/WAI-WEBCONTENT/> for techniques)
- Submit your web site for free accessibility testing e.g. Bobby-approved at <http://bobby.watchfire.com/bobby/html>
- Utilise guidelines for print material such as those at <http://www.acb.org/accessible-formats.html>



Universal Access
symbol



Signs and Communication Checklist (SI)

When signs are used—for direction, location, safety or information—they need to be clear and easily read.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
SI1	Are signs used to warn of hazards in a clear and appropriate way?	Yes / No		
SI2	Are warnings clear and unambiguous?	Yes / No		
SI3	Are signs provided for key areas and where choice of direction needs to be made?	Yes / No		
SI4	Are the signs in colours which contrast with the background?	Yes / No		
SI5	Are the signs placed between 700 mm and 1700 mm above ground level?	Yes / No		
SI6	Is the lettering and symbols large enough to be read from a distance?	Yes / No		
SI7	Does any part of the facility have assistive listening devices, such as an audio loop, to assist hearing impaired?	Yes /No		
SI8	Is the area serviced by the audio loop clearly signed?	Yes /No		
SI9	Do information boards meet the same standards as other signs?	Yes / No		

Date completed Name Signature

Consider these modifications

- Use conventional symbols where possible
- Use fonts like Helvetica for signs (i.e. no serifs of 'feet')
- Print text in 18-point type, use 'bold'
- Use the computer and a photocopier enlargement to produce large print with contrasting colours (e.g. black on white or black on yellow).



Typical conventional symbols

Helvetica font



Emergency Management Checklist (EM)

Emergency procedures must work for everyone regardless of age or ability. People may not be able to react to alarms because of hearing impairment or evacuate an area rapidly because of limited mobility. Emergency management plans need to address issues such as these.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
EM1	Are fire exits accessible (adequate width, no steps)?	Yes / No		
EM2	Are fire extinguishers and fire hoses accessible to a person in a wheelchair?	Yes / No		
EM3	Are audible alarms provided in sleeping areas?	Yes / No		
EM4	Are audible alarms provided in dining or recreation areas?	Yes / No		
EM5	Are visual alarms provided in sleeping areas?	Yes / No		
EM6	Are visual alarms provided in dining or recreation areas?	Yes / No		
EM7	Are fire extinguishers and fire hoses and fire alarm buttons accessible to people in wheelchairs?	Yes / No		
EM8	Does the emergency management plan include identifying people with special needs in emergency situations?	Yes / No		
EM9	Does the emergency management plan include earliest possible warning for those of limited mobility?	Yes / No		
EM10	Does staff emergency training include procedures for identifying and evacuating people with disabilities?	Yes / No		
EM11	Does the emergency management plan include briefing the person with disabilities and / or the carer on any special procedures to be followed in the event of an emergency?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Check the accessibility of all exits using this checklist
- Review the position of emergency equipment, fire extinguishers, etc.
- Brief users and carers about emergency procedures
- Review your emergency management plan to include procedures for people with disabilities, elderly, etc.
- Review your staff training to include procedures for identifying and evacuating people with disabilities.



Public Telephone Checklist (PU)

All operating components should be within reach of wheelchair users. The telephone should be in an accessible area, level and step-free. Push button telephones are preferable to dial type. TTY (teletypewriter) telephones are used by people with impaired hearing or speech and use typewritten words rather than sound.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
PU1	Is there a public telephone?	Yes / No		
PU2	Is there a clear space of 800 mm to 1300 mm in front of the telephone?	Yes / No		
PU3	Are the operable parts of the phone within 700 mm to 1100 mm above the floor?	Yes / No		
PU4	Is the handset cord at least 735 mm long?	Yes / No		
PU5	Does the phone have push button controls?	Yes / No		
PU6	Does the phone have a telephone typewriter (TTY) facility?	Yes / No		

Date completed Name Signature

Consider these modifications

- Have the phone placed so there is space under the phone
- Have a hands free set available
- Have a mobile phone available



Public Transport Checklist (PT)

Some venues are accessible by public transport. The route from the transport drop-off point to the venue needs to be barrier free.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
	Is public transport available to the venue by			
PT1	• Bus	Yes / No		
PT2	• Train	Yes / No		
PT3	• Tram	Yes / No		
PT4	• Taxi	Yes / No		
PT5	• Other?	Yes / No		
PT6	If available, how close to the venue does public transport bring a person?	..... metres		
PT7	Is there shelter at the public transport stopping point?	Yes / No		
PT8	Is there seating at the public transport stopping point?	Yes / No		
PT9	Is the pathway between the venue and the stopping point accessible for the full distance? (e.g. suitably graded kerb crossings, firm, smooth ground surface, moderate inclines, etc.)	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Describe on your web site and in publications the availability (or otherwise) of accessible transport
- Know the distance to public transport stops
- Provide a map showing directions (clear print, large format, good contrast).



Car Parking / Coach Set-down Checklist (CP)

People with disabilities may travel in their own car or in buses with wheelchair lifts and the parking space needs to be adequate for loading and unloading of people and equipment. The set-down point needs to be adjacent to the accessible building entrance and a continuous accessible pathway should link the parking area and the main building entrance.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
CP1	Is car parking or coach set-down area adjacent to accessible building entrances?	Yes / No		
CP2	Are there parking bays designated for use by people with disabilities?	Yes / No		
CP3	Are designated parking bays close to entrances?	Yes / No		
CP4	Are accessible car-parking spaces at least 3200 mm wide (3800 mm preferred)?	Yes / No		
CP5	Are there kerb crossings between parking/set down areas and entrances?	Yes / No		
CP6	Is the pathway between the venue and the set-down point accessible for the full distance? (e.g. suitably graded kerb crossings, firm, smooth ground surface, moderate inclines, etc.)	Yes / No		
CP7	What is the distance from the car park / coach set-down to the entry point?	..... metres		
CP8	Is there adequate lighting in the parking/ set-down area?	Yes / No		
CP9	Is there adequate circulation space to allow unloading of wheelchairs and equipment from coaches?	Yes / No		
CP10	▪ Is the surface firm and even and without potholes?	Yes / No		
	Is the surface			
CP11	• Concrete	Yes / No		
CP12	• Asphalt	Yes / No		
CP13	• Gravel	Yes / No		
CP14	• Crushed rock	Yes / No		
CP15	• Paving	Yes / No		
CP16	• Earth	Yes / No		
CP17	• Other	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Provide ramps across kerbs
- Mark specific car parking spaces for use by people with disabilities
- Widen existing car parking spaces.



Pathways Checklist (PA) (see also Outdoor Tracks)

This section looks at pathways—that is, elements that are constructed from materials such as timber, concrete or bitumen and may include verandahs. Pathways often provide general access and link key parts of the venue such as accommodation and dining rooms.

Use a copy of this checklist for each different pathway and verandah.

See also Outdoor Tracks

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
	Identify where the pathways are (each may need a separate assessment)			
PA1	• Between car park/coach set down areas and buildings?	Yes / No		
PA2	• Between each of the buildings (accommodation, recreation, amenities)?	Yes / No		
PA3	• Between buildings and each of the activities?	Yes / No		
PA4	Are the pathways at least 1200 mm wide for the full length?	Yes / No		
PA5	Is the surface smooth, firm and slip-resistant?	Yes / No		
PA6	Is the surface smooth, firm and slip-resistant even in very wet weather and very dry weather?	Yes / No		
PA7	Is the surface of the path level with the adjacent ground surface?	Yes / No		
PA8	Is the cross slope (i.e. the slope at right angles to direction of travel) less than 1 in 40?	Yes / No		
PA9	If grates are present, are the gaps between the bars less than 13 mm wide and 150 mm in length?	Yes / No		
PA10	Is the pathway free of small abrupt changes in level at change in materials, or because of differential settling or poor construction?	Yes / No		
PA11	If the pathway is long, is seating provided at intervals along the pathway?	Yes / No		
PA12	Is the pathway free of overhanging foliage?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Improve surfaces
- Provide ramps (see under Stairways modifications)
- Increase the width and so provide passing spots
- Maintain existing surfaces to a high standard



Checklist for Building Features

Access for All, available from Sport and Recreation Victoria, is an excellent guide for the design of accessible indoor and outdoor recreation and sporting facilities.

Other resources include the Building Code of Australia and certain publications from Standards Australia that relate to accessible building design are periodically reviewed and the latest version should be checked before making significant changes.



Summary Page—Buildings

Name of building (e.g. dining room, accommodation, etc.)

Purpose of building (if not apparent from the name)

Features assessed for this building

	<i>Does the building have these features?</i>	<i>Assessment completed for each different type</i>
Doors, Doorways and Passageways—External	Yes / No	Yes / No
Doors, Doorways and Passageways—Internal	Yes / No	Yes / No
Stairways and Steps	Yes / No	Yes / No
Ramps	Yes / No	Yes / No
Floor surface (various types)	Yes / No	Yes / No
General Lighting—External	Yes / No	Yes / No
General Lighting—Internal	Yes / No	Yes / No
Furniture—tables and seating	Yes / No	Yes / No
Furniture—beds and bunks	Yes / No	Yes / No
Furniture –other	Yes / No	Yes / No
Barbecue	Yes / No	Yes / No
Kitchen, tea/coffee making facilities	Yes / No	Yes / No
Toilets	Yes / No	Yes / No
Hand washing facilities	Yes / No	Yes / No
Showers	Yes / No	Yes / No

Date completed

Name Signature

This is a summary page for a particular building

- On this summary page record the features of the building that are available to the public.
- Each feature of a building should be assessed according to the checklist for that feature (e.g. one checklist for doorways, another checklist for furniture and so on).
- The checklists for all the features in that building are then collated.
- This summary page is then placed at the front of the checklists for that building.

What needs to be assessed

All features in a building need to be assessed if they are available for public use.

Multiple features

If there are multiple features that are identical (e.g. sleeping accommodation may consist of several identical rooms) then only one feature (one room in this example) needs to be assessed.



Doors, Doorways and Passageways Checklist (DO)

Doorways need to be sufficiently wide to easily pass through as well as allowing adequate space for manoeuvring wheelchairs. They should also have appropriate glass, handles and closers. It is important to assess any doorway that gives access to any public areas. Internal doorways between parts of the building (e.g. into a bunkroom) as well as external doorways need to be assessed.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
DO1	Is the clear doorway opening at least 850 mm wide?	Yes / No		
DO2	Does the door have safety glass in glass panels?	Yes / No		
DO3	Are full length glass doors marked with a contrasting strip across the door?	Yes / No		
DO4	Is the threshold (on the floor in doorway) clear of obstruction such as a weather seal, ledge or fitting?	Yes / No		
DO5	Are the door handles between 900 mm and 1100 mm above floor level?	Yes / No		
DO6	Is there 35-45 mm between the back of the door handle and the door face?	Yes / No		
DO7	Are the door handles D-pull (sliding doors) or lever type (swing doors)?	Yes / No		
DO8	Are closers lightly sprung and allow adjustment to be made?	Yes / No		
DO9	Is there circulation space for a wheelchair on both sides of the doorway? (Circulation space depends on the type and width of the door and angle of approach of the user. There may need to be as much as 1300 mm x 1500 mm.)	Yes / No		
DO10	Are passageways and corridors at least 1200 mm wide?	Yes / No		
DO11	Does the placement of furniture and fittings (e.g. seating, fire extinguishers) in passageways still leave a free uninterrupted path of travel that is at least 1200 mm wide?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Avoid special entries for people with disabilities
- Replace door handles with suitable type
- Re-position door handles
- Add safety markings on glass doors and adjacent panels
- Paint door frames and trims in contrasting colours
- Replace ordinary glass with safety glass
- Adjust door closer to a lighter setting
- Move furniture to leave plenty of space on both sides of a doorway
- Remove unnecessary furniture/fittings from passageways and corridors.
- Place any necessary furniture/fittings on one side of the path of travel.



Stairways and Steps Checklist (ST)

Each stairway needs to be assessed. These may be stairways at entrances to buildings or internal stairways between parts of a building.

Some people with walking aids may find steps are easier to manage than a ramp.

Difficulties can arise with single steps or long, uninterrupted stairways or stairways with unusual riser and tread sizes

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
ST1	For each stairway			
ST2	• How many steps are there in each stairway?	Yes / No		
ST3	• Is the stairway at least 1000 mm wide	Yes / No		
ST4	• Are tread widths constant for the flight of stairs? (Tread width 260-300 mm preferred)	Yes / No		
ST5	• Are riser heights constant for the flight of stairs? (Riser height of 150-165 mm preferred)	Yes / No		
ST6	• Are the nosings accentuated? (contrasting colour or texture)	Yes / No		
ST7	• Is lighting on the stairway sufficient at all times?	Yes / No		
ST8	• Does the stairway have a suitable handrail? (smooth 30-50 mm diameter, 50 mm clearance between handrail and wall)	Yes / No		
ST9	• Is there a handrail on both sides of the stairway?	Yes / No		
ST10	• Is the handrail 900 mm above the nosing of the tread?	Yes / No		

Date completed Name Signature

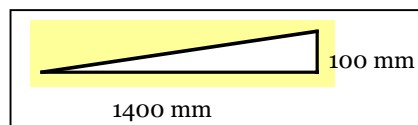
Consider these modifications while always ensuring the safety of participants

- Ensure stairways surfaces are even and slip resistant.
- Treads are even.
- Provide adequate lighting
- Provide sturdy handrail of correct dimensions
- Provide ramps (see under Ramps for specifications)
- For external stairs and steps, regularly check timber surfaces for algae growth
- If necessary, add chicken wire to timber surfaces to increase grip.



Ramps Checklist (RA)

Ramps may be external (i.e. providing access to a building) or internal. One critical issue for a ramp is the gradient (steepness).



The gradient measures how high (vertical distance) the ramp rises over a horizontal distance. In this diagram the ramp rises 100 mm over a horizontal distance of 1400 mm. The ratio is 100 to 1400 or 1 to 14. The gradient is therefore described as 1 in 14.

The maximum cross-slope on a ramp (i.e. at right angles to the direction of travel) should be 1 in 40.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
RA1	Are ramps at least 1000 mm wide?	Yes / No		
RA2	Does the ramp have a handrail on both sides?	Yes / No		
RA3	Does the ramp have kerbs? (guide for wheelchairs, prevent knuckles scraping on walls)	Yes / No		
RA4	Is the gradient of the ramp less than (flatter than) 1:14? (A gradient of 1:14 is the maximum allowable for assisted wheelchair users.)	Yes / No		
RA5	Is the gradient of the ramp less than (flatter than) 1 in 20? (A gradient of 1 in 20 is the maximum allowable for independent wheelchair users)	Yes / No		
RA6	Is the surface of the ramp firm and slip resistant in all weather conditions?	Yes / No		
RA7	Is the surface constructed so that wheelchair wheels will not be caught (e.g. in gaps in timber decking)?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Provide portable ramps.
- Ramps must be strong, of adequate width (say 1000 mm), slip resistant surface, offer adequate gradient; if portable they also need to be light.
- Portable ramps can be made from timber or pressed metal.
- Raised edges on ramps are useful to guide people and chairs.



Floor Surfaces Checklist (FS)

Floor surfaces need to be firm, non-slip and minimise the possibility of tripping while being functional for frequent heavy use, cleaning and appropriate to the area.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
	For carpeted areas			
FS1	• Is the carpet low pile?	Yes / No		
FS2	• Is the carpet wrinkle free?	Yes / No		
FS3	• Are carpet edges fixed and not frayed?	Yes / No		
	For vinyl surfaces			
FS4	• Is the vinyl surface non-slip even when wet?	Yes / No		
	For timber surfaces			
FS6	• Is the timber surface non-slip even when wet?	Yes / No		
FS7	• Is the timber laid at right angles to the direction of travel?	Yes / No		
	For tiled areas			
FS8	• Are the tiles slip resistant even when wet?	Yes / No		
	For concrete areas			
FS9	• Is the concrete surface slightly textured?	Yes / No		
FS10	At change of floor surfaces, are trims and strips less than 3 mm high?	Yes / No		
FS11	Are drain covers and grates flush with the floor surface?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Eliminate any worn or frayed spots in vinyl tiles or carpets
- Firmly fix or completely remove carpet tiles
- Do not polish floors to a high gloss
- Choose polishes and finishes for non-slip qualities.



General Lighting (internal and external) Checklist (GL)

Measuring light levels may be difficult, however the areas should be done under varying conditions to assess it most effectively. The assessment should be done for all indoor areas and key outdoor areas that may be used at night or dusk.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
GL1	Are external doorways adequately lit for evening use?	Yes / No		
GL2	Are external pathways lit at critical points—change of direction, change of level, stairways, etc.	Yes / No		
GL3	Are external areas adequately lit for their purposes?	Yes / No		
GL4	Are internal light switches of an extra large rocker type?	Yes / No		
GL5	Are internal light switches logically placed (e.g. immediately next to doors, horizontally aligned with door handles)?	Yes / No		
GL6	Are internal areas adequately lit for their purposes?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Use light globes which give increased brightness
- Use different type of lighting
- Install additional lighting as required.



Furniture—Tables and Seating Checklist (FT)

There is likely to be a wide range of furniture available at a venue. The variety can give choice to people but some furniture should also meet the requirements below.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
FT1	If outdoor, are tables on firm and level ground?	Yes / No		
FT2	Is there 1500 mm clear space around tables to allow a wheelchair to be manoeuvred?	Yes / No		
	To allow a wheelchair to be pushed under a table, is the clearance under the table at least			
FT3	• 650 mm high	Yes / No		
FT4	• 800 mm wide	Yes / No		
FT5	Is the surface of the tabletop between 750 mm and 850 mm above the floor or ground?	Yes / No		
FT6	Is there a variety of seating—benches, chairs?	Yes / No		
FT7	Is the height of seats or benches between 450 mm and 520 mm from the floor or ground surface?	Yes / No		
FT8	Are there armrests or backrests on some of the seating?	Yes / No		
FT9	Is there a variety of informal seating furniture—sofa, lounge chairs, beanbags?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Make at least some of the tables suitable for a wheelchair to roll under.
- Provide a mixture of seating – chairs, bean bags, firm, soft, fixed.



Furniture—Beds and Bunks Checklist (FB)

Beds or bunks need to have adequate space to allow a wheelchair and a carer to get along side the bunk and assist the person into the bed. Access from both sides provides greater flexibility. Adequate space between the upper and lower bunk allow the carer to provide assistance without straining. Floor space is necessary for manoeuvring the wheelchair and camper as well as storing the wheelchair (and other camper equipment) overnight.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
FB1	Are single beds available?	Yes / No		
FB2	Are all the bunk beds identical? If not, a separate checklist should be included for each different style of bunk bed.	Yes / No		
FB3	Does the bunk bed meet the requirements of the Australian Standard? (A separate checklist is available to assess this and is available from the ACA accreditation web site http://www.auscamps.asn.au/accreditation.html)	Yes / No		
FB4	Is there sufficient distance between the top bunk and the lower bunk to allow a person on the lower bunk to sit up comfortably? (i.e. between the underside of the top bunk and the upper surface of the mattress on the lower bunk)	Yes / No		
FB6	Is access to the bunk or bed available from both sides?	Yes / No		
FB7	Is the space on at least one side of the bunk at least 1400 mm wide for the length of the bunk?	Yes / No		
FB8	Can the bunk or bed be moved to provide additional space if necessary?	Yes / No		
FB9	Is there sufficient floor space to allow storage of wheelchairs without impeding movement.	Yes / No		
FB10	Can the door be fully opened when the room is occupied and equipment is stored in the room?	Yes / No		
FB11	Is there a power point close to the bedroom/bunkroom where electric wheelchairs may be recharged overnight?	Yes / No		
FB12	Is there storage space under or adjacent to the bunk or bed?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Allow bunks to be moved away from walls. If the bunk is moved and the upper bunk is to be used, make sure this does not impact on the bunk stability or on the roll-out/safety rail protection?
- Temporarily remove some bunks to provide plenty of space in the room.



Furniture—Other Checklist (FO)

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
	Do the following have both remote controls and touch mechanisms			
FO1	• TV?	Yes / No		
FO2	• Video?	Yes / No		
FO3	• Sound systems	Yes / No		
FO4	• Air conditioning systems?	Yes / No		
FO5	Is there adequate storage for mobility aids?	Yes / No		
FO6	Are windows and curtains easy to reach and open?	Yes / No		
	Tea, coffee and drink facilities			
FO7	• Is the bench top 800-900 mm above floor level?	Yes / No		
FO8	• Is there an open area under the bench to allow a wheelchair to pull up to the bench?	Yes / No		
FO9	• Do cupboards have D-pull handles?	Yes / No		
FO10	• Are tea, coffee and drink materials stored in ground level cupboards?	Yes / No		
FO11	• Are materials clearly labelled?	Yes / No		

Date completed Name Signature



Barbecue Checklist (BQ)

The barbecue is often a point from which meals are served or for leisurely eating. Shade, shelter and seating can enhance the accessibility of the barbecue.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
BQ1	The pathway or track from the main building to the barbecue has been assessed using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
BQ2	Tables and chairs have been assessed using the Furniture—Tables and Seating Checklist and a copy is attached.	Yes / No		
BQ3	Is the ground surface adjacent to the barbecue firm and level?	Yes / No		
BQ4	Is the height of the working surfaces between 750 and 1200 mm?	Yes / No		
BQ5	Is there shade or shelter adjacent to the barbecue area?	Yes / No		
BQ6	Is seating available adjacent to the BBQ area?	Yes / No		
BQ7	Does the construction and position of the barbecue safeguard against accidental burning?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

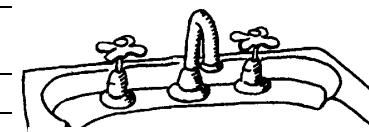
- Provide a range of seating and tables
- Add shade cloth sails to the barbecue area
- Use a portable barbecue



Kitchens, Tea/Coffee Making Facilities Checklist (KI)

Many facilities will provide an area for tea and coffee making, a kitchenette or even a full kitchen at a campsite which offers self-catering.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
KI1	Are bench tops 900 mm above floor level?	Yes / No		
KI2	Is there some bench space 800 mm above floor level for a working surface?	Yes / No		
KI3	Do some benches have a clear space underneath so a person in a wheelchair can wheel up to them?	Yes / No		
KI4	Are bench edges rounded or without sharp corners?	Yes / No		
KI5	Are horizontal surfaces a light colour than vertical surfaces?	Yes / No		
KI6	Do drawers and cupboards have D-pull handles for ease of use?	Yes / No		
KI7	Is the colour of handles in contrasting colours to their background?	Yes / No		
KI8	Are ovens or refrigerators located at a height that does not require bending or lifting	Yes / No		
KI9	If an oven is available does it have a side hinged door or slide-away type door?	.....	
KI10	Are essential items stored in under bench cupboards or drawers?	Yes / No		
KI11	Do all appliances have easy-to-use and clearly marked controls?	Yes / No		
KI12	Do all taps have a capstan head (i.e. + shape)?	Yes / No		
KI13	Is there a common outlet so water can be mixed to the desired temperature?	Yes / No		
KI14	Permanent boil or boiling water supply clearly marked	Yes / No		
KI15	Is there adequate circulation space in the kitchen area for wheelchairs?	Yes / No		
KI16	Is the floor surface slip resistant, even when damp?	Yes / No		



Capstan taps
from *Access for All*

Date completed Name Signature



Toilet Facilities Checklist (TO)

Toilets are a fundamental part of most venues. Adequate floor space, provision and correct placement of grab rails and toilet paper holders and non-slip surfaces are important.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
TO1	Is a toilet for people with disabilities provided with each group of toilets?	Yes / No		
TO2	Is the toilet unisex?	Yes / No		
TO3	Are the toilets located near each of the key areas—sleeping accommodation, dining area?	Yes / No		
TO4	Is the door opening at least 850 mm wide?	Yes / No		
TO5	Is there sufficient circulation space so the door can be closed once a person has entered the toilet cubicle?	Yes / No		
TO6	Is the floor area at least 1600 mm by 2000 mm?	Yes / No		
TO7	Is the toilet pan (toilet bowl)			
TO8	<ul style="list-style-type: none">800 mm from the back wall (measured from the front of the pan?)	Yes / No		
TO9	<ul style="list-style-type: none">Between 460 and 480 mm from the floor (measured from the top of the seat)	Yes / No		
TO10	<ul style="list-style-type: none">450 to 460 mm from a side wall (measured from the centreline)	Yes / No		
TO11	Is toilet paper located next to the pan (between 480 and 700 mm above the floor level and not more than 300 mm in front of the pan)?	Yes / No		
TO12	Is the flushing mechanism easy to operate and no more than 1100 mm above the floor?	Yes / No		
TO13	Are there grab rails on the side and rear of the toilet between 800 and 810 mm above floor level?	Yes / No		
TO14	Is the diameter of the grab rails between 30 and 50 mm?	Yes / No		
TO15	Is there at least 1100 mm clear floor area in front of the toilet pan?	Yes / No		

Date completed Name Signature

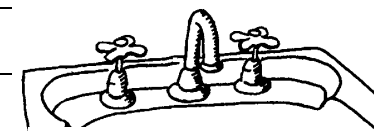


Hand Washing Facilities Checklist (HW)

Adequate floor space, selection and provision and correct placement of taps, grab rails and non-slip surfaces are important.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
HW1	Are taps useable by people with a disability (sensor or lever or capstan (i.e. + shape)?	Yes / No		
HW2	Are the taps clearly identified as hot and cold?	Yes / No		
HW3	Is there a common outlet for the hot and cold water?	Yes / No		
HW4	Are the taps clearly identified as hot and cold?	Yes / No		
HW5	Is the mirror			
HW6	• Centred on the basin	Yes / No		
HW7	• 350 mm wide	Yes / No		
HW8	• Between 900 and 1850 mm above floor level	Yes / No		
HW9	Is there a shelf?	Yes / No		
HW10	Is the shelf between 900 and 1000 mm above floor level?	Yes / No		
HW11	Is there a soap dispenser?	Yes / No		
HW12	Is the soap dispenser between 900 and 1100 mm above floor level?	Yes / No		
HW13	Is there a towel dispenser?	Yes / No		
HW14	Is the towel dispenser between 900 and 1100 mm above floor level?	Yes / No		
HW15	Are there hooks?	Yes / No		
HW16	Are the hooks between 1200 and 1350 mm above floor level?	Yes / No		
HW17	Are there sanitary disposal units?	Yes / No		
HW18	Are the sanitary disposal units between 900 and 1100 mm above floor level and within reach of the toilet?	Yes / No		
HW19	Is there sufficient leg room under the basin to allow a wheelchair to move up to the basin and reach the taps?	Yes / No		

Date completed Name Signature



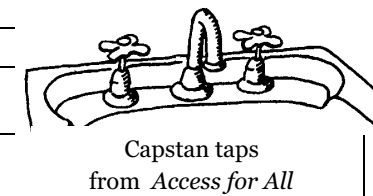
Capstan taps
from *Access for All*



Showers Checklist (SH)

Adequate floor space for wheelchair and carer, selection and provision and correct placement of taps, grab rails and non-slip surfaces are important. Typical accessible shower and toilet layouts are available with sample dimensions and placement of fittings.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
SH1	Is there an accessible shower?	Yes / No		
SH2	Is the floor area at least 1160 mm by 1100 mm?	Yes / No		
SH3	Is there an adjacent drying area of 1400 mm by 1600 mm?	Yes / No		
SH4	Is there a shower curtain, weighted at the bottom, to contain the spray?	Yes / No		
SH5	Is there a shower seat?	Yes / No		
SH6	Is the shower seat between 470 and 480 mm above ground level?	Yes / No		
SH7	Are there horizontal and vertical grab rails in the shower?	Yes / No		
SH8	Is the diameter of the grab rails between 30 and 50 mm?	Yes / No		
SH9	Are the horizontal grab rails between 800 and 810 mm above floor level?	Yes / No		
SH10	Is the vertical rail between 1700 and 1900 mm above floor level?	Yes / No		
SH11	Is there a soap holder/dispenser in the shower?	Yes / No		
SH12	Is the soap holder/dispenser between 900 and 1000 mm above floor level?	Yes / No		
SH13	Is there a thermostatic mixing valve?	Yes / No		
SH14	Are tap handles between 900 and 1100 mm above floor level?	Yes / No		
SH15	Are taps useable by people with a disability (sensor or lever or capstan (i.e. + shape),?	Yes / No		
SH16	Are the taps clearly identified as hot and cold?	Yes / No		
SH17	Is there a graded floor to the waste outlet with no hob or edge/lip?	Yes / No		
SH18	Can the shower nozzle be hand held from a seated position?	Yes / No		
SH19	Do doorways have a clear opening of at least 850 mm?	Yes / No		
SH20	Is there an appropriate (light resistance) spring to the door which closes the door?	Yes / No		
SH21	Can people in wheelchairs shut the door when they are in the room (hinged doors should open away from the toilet)?	Yes / No		





	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
SH22	Is the door provided with a lever-action type indicator bolt attached inside?	Yes / No		
SH23	Is the door capable of being opened at any time from outside in an emergency?	Yes / No		
SH24	Is the floor slip-resistant?	Yes / No		

Date completed Name Signature



Checklist for Activities

The following pages provide a checklist to determine the accessibility of activities for people with disabilities. People and organisations which conduct activities should ensure they do so in a safe manner and in accordance with good practice. Any modifications to the equipment, procedures or conduct of an activity should not lessen the safety for the participant.

All participants are entitled to expect that activities will be conducted in a safe manner. The safe conduct of an activity may include managing:

- The physical, social and emotional needs of the participants and staff, including any disabilities and special medication needs
- The qualifications and/or experience of staff, including their strengths and limitations
- Safety concerns inherent in the activity and location
- The condition of equipment and its suitability for the activity and use by the participants
- The possible effects of various weather conditions
- Any potentially harmful hazards
- Communication and access to assistance in an emergency

Guidelines for the safe conduct of activities are available from several sources including the state or national body responsible for the activity (e.g. Canoeing Victoria for canoeing). Two other key sources are

- Safety Guidelines developed by the Department of Education and Training <http://www.sofweb.vic.edu.au/scln/safety.htm>
- Adventure Activity Standards developed by the Outdoor Recreation Centre <http://www.orc.org.au>

Campsites and outdoor activity providers accredited under the Australian Campsite and Outdoor Activity Provider Accreditation Program are required to have written procedures showing how each activity is conducted and how safety is managed.

No checklist provided?: If you have an activity for which NO checklist is provided, you'll need to adapt one of the checklists or create your own using the principles in this document.



Summary Page—Activities

Name of activity

Location of activity

Features assessed for this activity

	<i>Does the activity have these features?</i>	<i>Assessment completed for each feature</i>
Buildings	Yes / No	Yes / No
Tracks or pathways	Yes / No	Yes / No
Signs	Yes / No	Yes / No
Lighting	Yes / No	Yes / No
Activity specific checklist	Yes / No	Yes / No

Date completed

Name Signature

This is a summary page for a particular activity

- On this summary page record the features of the activity that are available to the public.
- Each feature of an activity should be assessed according to the checklist for that feature (e.g. one checklist for Outdoor tracks, another Activity Specific checklist and so on.)
- The checklists for all the features in that activity are then collated.
- This summary page is then placed at the front of the checklists for that activity.

What needs to be assessed

All features in a building need to be assessed if they are available for public use.

Multiple features

If there are multiple features that are identical (the same track may lead to several activities) then only one feature (one track in this example) needs to be assessed

No checklist provided?

If you have an activity for which no checklist is provided, you'll need to adapt one of the checklists or create your own using the principles in this document.



Outdoor Tracks Checklist (OT) (see also Pathways)

In most campsites, tracks link buildings to activities; if the track is not accessible, the potential to use the activity is severely limited.

Tracks should have firm and stable surfaces and be free of steps or steep gradients. Natural hazards such as areas with tree roots, sandy or muddy soil, rocky or very uneven areas and very steep gradients even for a very short distance may limit access.

Pathways (see Pathways checklist) are considered to be formed and surfaced (e.g. timber, bitumen, concrete).

Tracks on the other hand may be

- Unformed (grassy flat area)
- Formed and surfaced with light gravel or topping
- Formed but not surfaced at all.
- Tracks may be on-site or off-site; all tracks that are normally used should be assessed.

A gradient of 1 in 20 on a track is acceptable. A gradient of 1 in 12 for some sections is also acceptable but sustained distances of a slope can limit access or make it difficult for carers pushing wheelchairs.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
	For the full length of the track			
OT1	• Is the surface firm (i.e. packed earth, compacted topping, not sandy)?	Yes / No		
OT2	• Is the gradient at any point steeper than 1 in 20?	Yes / No		
OT3	• Is the gradient at any point steeper than 1 in 12?	Yes / No		
OT4	• Is the cross slope (i.e. the slope at right angles to direction of travel) less than 1 in 40?	Yes / No		
OT5	• Is the width at least 1200 mm?	Yes / No		
OT6	What is the approximate length of the track?	..... metres		
OT7	Are sections of the track either very steep, very sandy or very rough? What is the approximate length of that stretch?	Yes / No metres		
OT8	Is the track surface still firm after rain?	Yes / No		
OT9	Is the track surface still firm after prolonged dry periods?	Yes / No		
OT10	Are there points where there are hazards across the track (e.g. steps, tree roots, drains, etc.)?	Yes / No		
OT11	At any point does the track pass within 1 metre of potential hazards such as bodies of water, drops of more than 1 metre, etc.?	Yes / No		
OT12	Are there handrails or barriers at points where the path comes close to a hazard?	Yes / No		



	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
OT13	Is seating available for the whole group at various points along the route?	Yes / No		
OT14	Signs have been assessed using the Signs and Communication Checklist and a copy is attached.	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Provide seating along the route (actual seating or large logs, etc.)
- Create seating that allows groups of people to sit together



Archery Checklist (AR)

Archery can be conducted indoors or outdoors and may be reached by a track or pathway. As well as access, safety is an important issue for participants as well as onlookers.

Instruction needs to be provided in handling of the equipment prior to actual release of the arrow and firing. Participants and onlookers need to be instructed about matters such as standing in front of the target where they are in danger of being injured by an arrow being pulled from the target.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
AR1	Is the archery conducted indoors or outdoors?	.....	
AR2	If the archery is in a building, has the building been assessed using the Checklist for Buildings? A copy must be attached.	Yes / No		
AR3	The pathway or track to the archery has been assessed using the using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
AR3	Signs have been assessed using the Signs and Communication Checklist and a copy is attached.	Yes / No		
AR4	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
AR5	What is the approximate length of the track from the main building to the activity?	..... metres		
AR6	Is seating available in the archery area?	Yes / No		
AR7	Is the height of the seating between 450 and 520 mm?	Yes / No		
AR8	Is there at least 2000 mm between observers and participants, to allow wheelchairs to be manoeuvred without impinging on the participants at the firing line?	Yes / No		
AR9	Is there a range of equipment suitable for participants of varying size and strength?	Yes / No		
AR10	Is the equipment appropriately stored?	Yes / No		
AR11	Are instructions given in a clear and concise manner?	Yes / No		
AR12	Are instructions demonstrated as well as described verbally?	Yes / No		
AR13	Do instructions cover both the firing and safe retrieval of arrows, removal of arrows from targets, safety of other participants, etc.	Yes / No		
AR14	Are written procedures provided for the safe conduct of the archery?	Yes / No		
AR15	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		
AR16	Have you investigated modifications for including people with disabilities in archery?	Yes / No		
AR17	Are staff available to assist with the conduct of archery if required (including at weekends and for small groups)?	Yes / No		



	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
AR18	Have staff undergone specific professional activity access training?	Yes / No		
AR19	Have staff had first hand experience with providing access to archery for people with different support needs?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Provide bows which only require a light draw.
- Use stickers to provide visual cues to help with orientation (e.g. on bow, on arrows)
- Provide direct assistance by standing behind and placing hand on hand
- Increase target (big bunch of balloons instead of bulls-eye)
- Provide sufficient storage for arrows that are not being used
- Provide a physical barrier at the firing line
- Have the barrier able to be removed so that participants can move closer to target
- Have targets that can be moved closer to the participants
- Have purpose built bow stands with draw and release mechanisms.



Basketball Checklist (BB)

Basketball is a popular spare time activity. Often a basketball court also becomes the place for other games and activities.

This assessment applies to a basketball court or a basketball ring that is not necessarily part of a court.

The basketball ring or court may be indoors or outdoors. Seating shade and shelter can be important.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
BB1	Is the basketball court indoors or outdoors?	..... ...	
BB2	If the basketball court is in a building, has the building been assessed using the Checklist for Buildings? A completed copy must be attached.	Yes / No		
BB3	The pathway or track to the basketball court has been assessed using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
BB4	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
BB5	What is the approximate length of the track from the main building to the activity?	..... metres		
BB6	Is there seating adjacent to the activity?	Yes / No		
BB7	Is there at least 2000 mm between observers and participants, to allow wheelchairs to be manoeuvred without impinging on the participants?	Yes / No		
BB8	Have you investigated modifications for including people with disabilities in this and related activities?	Yes / No		

Date completed Name Signature



Campfire and Bush Cooking Checklist (CF)

A campfire, as well as being an activity in it's own right, can also be used for other activities such as bush cooking.

There needs to be adequate room for people with walking difficulties and wheelchairs to manoeuvre around each other without danger from the fire or hot items. Wheelchairs must be prevented from rolling into the fire area and adequate seating, shade and shelter needs to be provided.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
CF1	The pathway or track to the campfire has been assessed using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
CF2	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
CF3	What is the approximate length of the track from the main building to the activity?	..... metres		
CF4	Is seating available close to the campfire area?	Yes / No		
CF5	Is the height of the seating between 450 and 520 mm?	Yes / No		
CF6	Is there at least 2000 mm between observers and participants, to allow wheelchairs to be manoeuvred without impinging on the participants?	Yes / No		
CF7	Are there areas adjacent to the campfire that are level, do not have a steep incline and avoid the possibility of roll-in?	Yes / No		
CF8	If an activity is conducted at the campfire (e.g. bush cooking) are there areas that are flat and accessible that allow safe access to the fire area?	Yes / No		
CF9	Are written procedures provided for the safe conduct of the campfire and bush cooking?	Yes / No		
CF10	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Build a small fire in an open drum or BBQ so the fire is at a workable height for cooking
- Provide long-handled tools for cooking



Canoeing (confined waters) Checklist (CA)

Canoeing is a popular activity at campsites and is normally conducted on confined waters such as a lake or dam.

Issues that may arise include suitable craft and PFDs, assistance in entering craft, balance difficulties, need for carer to also be in the canoe, limited strength for paddling and manoeuvring. Shade, shelter and seating may be required for observers.

See Canoeing Victoria (Ph 9459 4277) for activity information and also their project *Canoeing For All Abilities*.

See also such publications as *Safety Guidelines: Camping and Bush Activities*, Department of Education Victoria 1998, ISBN 0 7306 9111 X available at

<http://www.sofweb.vic.edu.au/scln/safety.htm> and *Adventure Activity Standards* <http://www.orc.org.au>

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
CA1	The pathway or track to the lake and around the lake has been assessed the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
CA2	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
CA3	What is the approximate length of the track from the main building to the activity?	..... metres		
CA4	Is seating available close to the lake area?	Yes / No		
CA5	Is the height of the seating between 450 and 520 mm?	Yes / No		
CA6	Is there at least 2000 mm between observers and participants, to allow wheelchairs to be manoeuvred without impinging on the participants at the edge?	Yes / No		
CA7	Are there areas for observers adjacent to the water that are level and do not have a steep bank and avoid the possibility of roll-in?	Yes / No		
CA8	Signage has been assessed using the Signs and Communication Checklist and a copy is attached	Yes / No		
CA9	Are approved personal flotation devices available in a range of styles (e.g. adjustments points, etc.) to match each canoeist?	Yes / No		
CA10	Does the range of craft available suit different body shapes and sizes?	Yes / No		
CA11	Does the range of craft available allow for one or more carers to also be in the craft at the same time?	Yes / No		
CA12	Is there a range of paddles (length, weight, etc.) available to suit different needs?	Yes / No		
CA13	Are helmets (if worn) available in a wide range of sizes?	Yes / No		
CA14	Are helmets (if worn) readily adjusted to varying sizes?	Yes / No		



	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
CA15	Is there an entry point at the waters edge that allows people to steady the canoe while a person is entering it?	Yes / No		
CA16	Does the canoe have a seat with back support?	Yes / No		
CA17	Does the style of canoe allow padding and support material to be placed around the paddler if required?	Yes / No		
CA18	Does the style of craft allow the paddler to lower the centre of gravity by sitting on the bottom of the craft?	Yes / No		
CA19	Is the inside of the craft smooth and free from abrasive points or protrusions?	Yes / No		
CA20	Does the lake allow simple instruction and demonstration to be given in a controlled area?	Yes / No		
CA21	Are instructions given in a clear and concise manner?	Yes / No		
CA22	Are instructions able to be demonstrated as well as described verbally?	Yes / No		
CA23	Are written procedures provided for the safe conduct of the canoeing?	Yes / No		
CA24	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		
CA25	Have you investigated modifications for including people with disabilities in canoeing?	Yes / No		
CA26	Are staff available to assist with the conduct of canoeing if required (including at weekends and for small groups)?	Yes / No		
CA27	Have staff undergone specific professional activity access training?	Yes / No		
CA28	Have staff had first hand experience with providing access to canoeing for people with different support needs?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Be aware of person's capacity to right themselves and to respond promptly and appropriately if the canoe rolls.
- Be prepared to assist quickly if a canoe rolls over
- Put the person with the disability in the front seat of a two person craft
- Use a plastic chair seat to provide support
- Join two canoes together for extra stability
- If teaching skills, use stickers to provide visual cues to help with orientation (e.g. on paddle blades, as grips on paddle shafts)
- Have various sizes and thickness of padding available to prevent the paddler rubbing against edges and to assist in sitting upright
- Provide windproof and waterproof jackets to reduce the chilling effect of wind
- Provide sunscreen and shade for the paddler
- Use an access frame to assist people in to canoes.



Challenge Ropes Course (low and high ropes courses and initiative activities) Checklist (CC)

Challenge courses and initiative activities are often constructed in a bush setting and can be knee high or several metres off the ground. The capacity to adapt the element will depend in part on whether it's a high or low element, the nature of the activity and the ability of safe spotting practices to be provided.

The safe operation of challenge courses depends enormously on the site and how it is constructed. Professional constructors will be able to provide specific guidelines for the operation and modification of the various elements of a challenge course or initiative activities. See also such publications as *Safety Guidelines: Camping and Bush Activities*, Department of Education Victoria 1998, ISBN 0 7306 9111 X available at <http://www.sofweb.vic.edu.au/scln/safety.htm> and *Adventure Activity Standards* <http://www.orc.org.au>

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
CC1	Is the activity conducted indoors or outdoors?	.....	
CC2	If the activity is conducted in a building, has the building been assessed using the Checklist for Buildings? A completed copy must be attached.	Yes / No		
CC3	The pathway or track to the activity has been assessed using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
CC4	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
CC5	What is the approximate length of the track from the main building to the activity?	..... metres		
CC6	Is there seating adjacent to the activity?	Yes / No		
CC7	Are a variety of harness and fittings available to suit different needs?	Yes / No		
CC8	Do people conducting the activity have the knowledge to safely adapt the various harnesses?	Yes / No		
CC9	Are helmets available in a wide range of sizes to suit different needs?	Yes / No		
CC10	Are helmets readily adjusted to varying sizes?	Yes / No		
CC11	Are extra staff available to provide greater assistance if required?	Yes / No		
CC12	Is there sufficient staff and equipment to lower or raise a person once they have commenced the activity?	Yes / No		
CC13	Has the challenge course and activities been planned and constructed to provide access to all?	Yes / No		
CC14	Has the challenge course and activities been modified to provide access to all?	Yes / No		
CC15	Are the safety instructions clear and concise?	Yes / No		



	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
CC16	Are written procedures provided for the safe conduct of each element of the challenge course?	Yes / No		
CC17	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		
CC18	Have you investigated modifications for including people with disabilities in this activity?	Yes / No		
CC19	Are staff available to assist with the conduct of challenge course if required (including at weekends and for small groups)?	Yes / No		
CC20	Have staff undergone specific professional activity access training?	Yes / No		
CC21	Has the staff had first hand experience with providing access to challenge course and activities for people with different support needs?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Check with the company that installed the challenge course as to what modifications can be made for people with disabilities.
- Provide clear and unambiguous instructions before commencing activity, check instructions are understood and if necessary rehearse the instructions before commencing.
- Establish clear and simple communications procedures
- Undertake the activity in pairs with an experienced person along side but ensure all safety precautions are met by first checking with the company that installed the course.
- Have a ladder beside the wall to allow a support person to be along side (make sure the support person is kept safe too)
- Be prepared to raise or lower the person using the belay rope but do not use it as a dedicated haul rope.
- Start on less demanding activities
- Using specialised consultants to recommend, design, supply and install modifications
- Use specialised purpose built universal harness systems
- Use tried and tested specialised purpose built/modified equipment and systems
- Consider building the facility based on Universal Design Concepts



Day Bushwalks, Reflector Trails, Photo Trails, Simple Orienteering Checklist (DB)

Short bushwalks may consist of a few metres or several hundred metres. The length and condition (steepness, surface material, roughness, etc.) of the track are important issues. It is helpful if there are alternative access points to allow the walk to be adjusted to suit the ability of the party. A separate checklist should be completed for each walk.

See also such publications as *Safety Guidelines: Camping and Bush Activities*, Department of Education Victoria 1998, ISBN 0 7306 9111 X available at

<http://www.sofweb.vic.edu.au/scln/safety.htm>

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
	For the full length of the track			
DB1	• Is the surface firm (i.e. packed earth, compacted topping, not sandy)?	Yes / No		
DB2	• Is the gradient at any point steeper than 1 in 20?	Yes / No		
DB3	• Is the gradient at any point steeper than 1 in 12?	Yes / No		
DB4	• Is the cross slope (i.e. the slope at right angles to direction of travel) less than 1 in 40?	Yes / No		
DB5	• Is the width at least 1200 mm?	Yes / No		
DB6	What is the approximate length of the track?	..... metres		
	Are sections of the track			
DB7	• very steep? What is the approximate length of that stretch(es)?	Yes / No metres		
DB8	• very sandy? What is the approximate length of that stretch(es)?	Yes / No metres		
DB9	• very rough (uneven ground, rocky, tree roots)? What is the approximate length of that stretch(es)?	Yes / No metres		
DB10	Are there points where there are hazards across the track (e.g. steps, tree roots, drains, etc.)?	Yes / No		
DB11	At any point does the track pass within 1 metre of potential hazards such as bodies of water, drops of more than 1 metre, etc.?	Yes / No		
DB12	Are there handrails or barriers at points where the path comes close to a hazard?	Yes / No		
DB13	Signs have been assessed using the Signs and	Yes / No		



	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
	Communication Checklist and a copy is attached.			
DB14	Can the route be shortened after departure, if required?	Yes / No		
DB15	Are there points along the route that allow vehicular access if required?	Yes / No		
DB16	Is the track surface still firm after rain?	Yes / No		
DB17	Is the track surface still firm after prolonged dry periods?	Yes / No		
DB18	Does the track have shade or shelter at various points along the route?	Yes / No		
DB19	Are stretches of the track exposed to high winds?	Yes / No		
DB20	How recently has this route been used by a person in a wheelchair?	Yes / No		
DB21	Did previous wheelchair users of this route require assistance?	Yes / No		
DB22	Is the track inspected regularly?	Yes / No		
DB23	Is mobile phone coverage available for the entire length of the route?	Yes / No		
DB24	Is seating for a group available at points along the route?	Yes / No		
	For the area in which orienteering or a similar activity occurs			
DB25	• Is the surface firm and smooth?	Yes / No		
DB26	• Is the gradient, in any direction more than 1 in 12?	Yes / No		
DB27	Are markers of contrasting colour to surroundings?	Yes / No		
DB28	Is the punch or proof of location readily held and manipulated?	Yes / No		
DB29	Are written procedures provided for the safe conduct of the activity?	Yes / No		
DB30	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Have plenty of staff to assist
- Have alternative routes to allow change of plans as group or weather dictates
- Allow ample time for rests and total journey
- Have a significant destination (view, river bank, picnic spot) to provide a sense of accomplishment
- Take water and snacks but have lunch along the way, perhaps brought in by campsite staff



Flying Fox Checklist (FF)

A flying fox is a common campsite activity and typically allows a person to be harnessed to a pulley and then ride the length of the cable.

It frequently is constructed between two trees or poles and may run across a gully or lake. Issues include access to the take-off point which may be a platform in a tree or tower and dismount point which could be another platform, direct to the ground or to a ladder. Shade and shelter for participants and observers are important.

The safe operation of a flying fox depends enormously on the site and how it is constructed. Professional constructors will be able to provide specific guidelines for the operation and modification of the flying fox. See also such publications as *Safety Guidelines: Camping and Bush Activities*, Department of Education Victoria 1998, ISBN 0 7306 9111 X available at <http://www.sofweb.vic.edu.au/scln/safety.htm> and *Adventure Activity Standards* <http://www.orc.org.au>

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
FF1	The pathway or track to the flying fox has been assessed using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
FF2	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
FF3	What is the approximate length of the track from the main building to the activity?	..... metres		
FF4	Is there seating adjacent to the activity?	Yes / No		
FF5	Has the flying fox been planned and constructed to provide access to all?	Yes / No		
FF6	Has the flying fox been modified to provide access to all?	Yes / No		
FF7	Are the safety instructions clear and concise?	Yes / No		
FF8	Is assistance required to reach the take-off point or platform?	Yes / No		
FF9	Is assistance required to return from the dismount point?	Yes / No		
FF10	Can a person be hauled up to a take off point using pulleys and harness?	Yes / No		
FF11	Are a variety of harness and fittings available to suit different needs?	Yes / No		
FF12	Do people operating the flying fox have the knowledge to safely adapt the various harnesses?	Yes / No		
FF13	Can the flying fox be safely used by two people to allow a buddy system to be used? (load, sag, harnesses, etc.)	Yes / No		
FF14	Does the take-off point allow sufficient space for safely managing a person?	Yes / No		
FF15	Does the take off point allow sufficient space for additional people to be on the platform?	Yes / No		
FF16	Does the dismount point allow a participant to be safely lowered to the ground?	Yes / No		



	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
FF17	Does the dismount point allow for the safe dismounting of two people?	Yes / No		
FF18	Does the release mechanism give some control to the participants as to when they go?	Yes / No		
FF19	Are written procedures provided for the safe conduct of the flying fox?	Yes / No		
FF20	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		
FF21	Have you investigated modifications for including people with disabilities on the flying fox?	Yes / No		
FF22	Are staff available to assist with the conduct of the flying fox if required (including at weekends and for small groups)?	Yes / No		
FF23	Have staff undergone specific professional activity access training?	Yes / No		
FF24	Has the staff had first hand experience with providing access to the flying fox for people with different support needs?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Check with the company that installed the flying fox as to what modifications can be made
- If the participant cannot get up to the take-off point, put them into the seat at the bottom (i.e. the normal dismount point) and pull them up to the top of the flying fox (or as far as they want to go) and then release them.
- Check with the company that installed the flying fox if it is safe for a carer to ride down with the participant, Be sure the harness and structure permits and do not overload.
- Using specialised consultants to recommend, design, supply and install modifications.
- Use specialised purpose built universal harness systems.
- Use specialised purpose built cliff edge access frames.
- Use tried and tested specialised purpose built/modified equipment and systems.
- Consider building the facilitation based on Universal Design Concepts.



Lake, River, Fishing, Yabbying Checklist (LK)

A lake or dam is a common campsite feature. The nature of the bank will often determine how the lake can be used. The lake may also be used for a range of activities conducted from the bank such as fishing or yabbying.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
LK1	The pathway or track to the lake and around the lake has been assessed using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
LK2	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
LK3	What is the approximate length of the track from the main building to the activity?	..... metres		
LK4	Is seating available close to the lake area?	Yes / No		
LK5	Is the height of the seating between 450 and 520 mm?	Yes / No		
LK6	Is there at least 2000 mm between observers and participants, to allow wheelchairs to be manoeuvred without impinging on the participants at the edge?	Yes / No		
LK7	Are there areas for observers adjacent to the water that are level and do not have a steep bank and avoid the possibility of roll-in?	Yes / No		
LK8	If an activity is conducted from the bank or shore (fishing, yabbying, etc.) is there an area where this may be safely done from a wheelchair (level, avoid roll-in, etc.)	Yes / No		
LK9	Are written procedures provided for the safe conduct of the activity?	Yes / No		
LK10	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		
LK11	Signage has been assessed using the Signs and Communication Checklist and a copy is attached.	Yes / No		
LK12	Have you investigated modifications for including people with disabilities in these activities?	Yes / No		

Date completed Name Signature



Rock climbing and Abseiling (indoor, rock face or tower), Bouldering Wall (RC)

These can be exciting and challenging activities and offer a perception of risk and challenge to most people. As well as the traditional abseil or rock climb on natural rock, towers and indoor walls are becoming available.

See *Adventure Activity Standards* <http://www.orc.org.au>

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
RC1	Is the activity conducted indoors or outdoors?	..... ...	
RC2	If the activity is conducted in a building, has the building been assessed using the Checklist for Buildings? A completed copy must be attached.	Yes / No		
RC3	The pathway or track to the activity has been assessed using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
RC4	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
RC5	What is the approximate length of the track from the main building to the activity?	..... metres		
RC6	Is there seating adjacent to the activity?	Yes / No		
RC7	Has the activity been planned and constructed to provide access to all?	Yes / No		
RC8	Has the activity been modified to provide access to all?	Yes / No		
RC9	Are the safety instructions clear and concise?	Yes / No		
RC10	Are a variety of harness and fittings available to suit different needs?	Yes / No		
RC11	Do people conducting the activity have the knowledge to safely adapt the various harnesses?	Yes / No		
RC12	Are helmets available in a wide range of sizes to suit different needs?	Yes / No		
RC13	Are helmets readily adjusted to varying sizes?	Yes / No		
RC14	Are extra staff available to provide greater assistance if required?	Yes / No		
RC15	At the top of a climb or abseil, is there sufficient space for an extra person?	Yes / No		
RC16	At the bottom of a climb or abseil, is there sufficient space for an extra person?	Yes / No		
RC17	Is there sufficient staff and equipment to lower or raise a person once they have commenced the activity?	Yes / No		



	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
RC18	Are written procedures provided for the safe conduct of the activity?	Yes / No		
RC19	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		
RC20	Have you investigated modifications for including people with disabilities in these activities?	Yes / No		
RC21	Are staff available to assist with the conduct of rockclimbing and abseiling if required (including at weekends and for small groups)?	Yes / No		
RC22	Have staff undergone specific professional activity access training?	Yes / No		
RC23	Have staff had first hand experience with providing access to the activities for people with different support needs?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Provide clear and unambiguous instructions before commencing activity, check instructions are understood and if necessary rehearse the instructions before commencing.
- Establish clear and simple communications procedures
- Climb or abseil in pairs with an experienced person along side but ensure all safety precautions are met
- Have a ladder beside the wall to allow a support person to be along side (make sure the support person is kept safe too)
- Be prepared to raise or lower the person using the belay rope but do not use it as a dedicated haul rope.
- Use an indoor climbing wall before a rock face
- Use specialised consultants to recommend, design, supply and install modifications.
- Use specialised purpose built universal harness systems.
- Use specialised purpose built cliff edge access frames.
- Use tried and tested specialised purpose built/modified equipment and systems.
- Consider building the facilitation based on Universal Design Concepts.



Swimming Pool Checklist (SP)

Swimming pools are attractive features that are better if they have contrasting colours and texture on the edge of the pool and adequate manoeuvring space around the pool.

See also such publications as *Safety Guidelines: Swimming Based Activities*, Department of Education, Employment and Training, Victoria 2001, ISBN 0 7594 0113 6 available for download at <http://www.sofweb.vic.edu.au/scln/safety.htm>

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
SP1	The pathway or track to the swimming area has been assessed using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
SP2	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
SP3	What is the approximate length of the track from the main building to the activity?	..... metres		
SP4	Is there seating adjacent to the activity?	Yes / No		
SP5	Is the height of the seating between 450 and 520 mm?	Yes / No		
SP6	Is the surface of the surround area slip resistant and non-abrasive?	Yes / No		
SP7	Is the surface of the surround area effectively drained to prevent ponding?	Yes / No		
SP8	Is the surround wide enough to allow wheelchairs to be manoeuvred safely?	Yes / No		
SP9	Are all fixtures smooth and avoid sharp protrusions?	Yes / No		
SP10	Do grates and covers fit neatly and have no gaps?	Yes / No		
SP11	Does the coping and edging have non-abrasive rounded edges?	Yes / No		
SP12	Is the pool edging a contrasting colour?	Yes / No		
SP13	Are handrails placed at all steps and ramps?	Yes / No		
SP14	Is there at least one accessible means of water entry/exit provided (lift, ramp, steps—not ladder)?	Yes / No		
SP15	Is there a hoist or ramp available at the entry point?	Yes / No		
SP16	Is the nosing of all steps in a contrasting colour?	Yes / No		
SP17	Are pool rules prominently displayed?	Yes / No		
SP18	Are pool rules in a readable lettering size that allows them to be read from the entry gate?	Yes / No		
SP19	Signs have been assessed using the Signs and Communication Checklist and a copy is attached.	Yes / No		
SP20	Is the depth of the pool clearly marked?	Yes / No		
SP21	Does the depth of the pool increase gradually?	Yes / No		



	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
SP22	Are written procedures provided for the safe conduct of swimming?	Yes / No		
SP23	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		
SP24	Have you investigated modifications for including people with disabilities in swimming?	Yes / No		
SP25	Are staff available to assist with the conduct of swimming if required (including at weekends and for small groups)?	Yes / No		
SP26	Have staff undergone specific professional activity access training?	Yes / No		
SP27	Have staff had first hand experience with providing access to swimming for people with different support needs?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Provide life jackets for swimming
- Provide one-to-one supervision
- Use a lilo or chair in pool for support
- Mark boundaries or water depth clearly using flags or floating plastic bottles
- Provide hoist/frames for easy access or egress.



Trampolines (above ground, in-ground) Checklist (TR)

Trampolines may be above ground level, in-ground and indoors or outdoors.

If outdoor shade, shelter and seating are important. Adequate supervision is important at all times.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
TR1	Are the trampolines indoors or outdoors?	.....	
TR2	If the trampolines are in a building, has the building been assessed using the Checklist for Buildings? A completed copy must be attached.	Yes / No		
TR3	The pathway or track to the trampolines has been assessed using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
TR4	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
TR5	What is the approximate length of the track from the main building to the activity?	..... metres		
TR6	Is there seating adjacent to the activity?	Yes / No		
TR7	Is there at least 2000 mm between observers and participants, to allow wheelchairs to be manoeuvred without impinging on the participants?	Yes / No		
TR8	Is there a removable step to assist people to get on and off the trampoline?	Yes / No		
TR9	Can the person on the trampoline be adequately spotted?	Yes / No		
TR10	Is there substantial padding covering springs, hooks and frame?	Yes / No		
TR11	Are written procedures provided for the safe conduct of the trampolining?	Yes / No		
TR12	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		
TR13	Have you investigated modifications for including people with disabilities in trampolining?	Yes / No		
TR14	Are staff available to assist with the conduct of trampolining if required (including at weekends and for small groups)?	Yes / No		
TR15	Have staff undergone specific professional activity access training?	Yes / No		
TR16	Have staff had first hand experience with providing access to trampolining for people with different support needs?	Yes / No		



Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Provide extra spotters
- Have a carer lie on the trampoline with the person (but two people bouncing is dangerous and must be avoided)
- Hold hands with the person on the trampoline.



Water Slide Checklist (WS)

A water slide may be provided as part of a swimming pool. In addition to the issues with a pool, you need to consider the access to the tower or entry point, the movement through the slide and the exit point.

	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
WS1	The pathway or track to the swimming area has been assessed using the Pathways Checklist or Outdoor Tracks Checklist and a copy is attached.	Yes / No		
WS2	What is the approximate length of the track from the main building to the activity?	..... metres		
WS3	Is there adequate shade or shelter adjacent to the activity?	Yes / No		
WS4	Is there seating adjacent to the activity?	Yes / No		
WS5	Is the height of the seating between 450 and 520 mm?	Yes / No		
WS6	Are the stairs wide enough for two people?	Yes / No		
WS7	Are there handrails on both sides of the stairs?	Yes / No		
WS8	Is the surface of stairs and landing slip resistant?	Yes / No		
WS9	Is the landing large enough for a supervisor or carer as well as a participant?	Yes / No		
WS10	Is the maximum slide gradient 1 in 9 (i.e. is the length more than nine times the height)?	Yes / No		
WS11	Is the slide exit 150 mm above the water into at least 1 metre depth of water?	Yes / No		
WS12	Does the slide overhang the pool edge by at least 200 mm?	Yes / No		
WS13	Is there 2 m clearance between the slide and the side of the pool?	Yes / No		
WS14	Is there 6 m clearance beyond the end of the slide in the direction of travel?	Yes / No		
WS15	Are pool exit points clearly labelled?	Yes / No		
WS16	Are written procedures provided for the safe conduct of the water slide?	Yes / No		
WS17	Do the safety instructions adequately cover use by people with disabilities?	Yes / No		
WS18	Have you investigated modifications for including people with disabilities on the water slide?	Yes / No		
WS19	Are staff available to assist with the conduct of the water slide if required (including at weekends and for small groups)?	Yes / No		



	Checklist Item	Response	Notes (e.g. 'does not apply', variations, alternatives)	What action needs to be taken to improve access? Short term (e.g. with little expense) Medium term (e.g. without major alterations) Long term (e.g. when other alterations are made)
WS20	Have staff undergone specific professional activity access training?	Yes / No		
WS21	Have staff had first hand experience with providing access to the water slide for people with different support needs?	Yes / No		

Date completed Name Signature

Consider these modifications while always ensuring the safety of participants

- Go down the slide as a pair if the slide has sufficient room
- Use a bean bag to slide on but keep below the level of the slide
- Have a catcher in the water at the end of the slide
- Provide hoist/frames for easy access or egress.