Key resource:

Accessible checklist

Group 1: Step-free access

This is not a complete legal checklist, just something to get you started thinking about accessibility in public places.

IMPORTANT: *When you are in a space, be mindful of other people. When you learn how inaccessible the world is, sometimes it can be fun to start pointing out all the ways people are doing things wrong! But most people are trying to do the best they can. Keep in mind that we are just writing things down and talking about them with our class, NOT yelling about them in public.*

Date:..... The site: .....

Our names:.....

Can someone using a wheelchair get:

- ❑ in and out of the site
- ❑ around the site easily?

Are the pathways in the site:

- ❑ wide enough for a wheelchair (at least 1m, 1.2 best practice, 1.8 so that people can enter side by side?)
- ❑ smooth (not a bumpy surface)
- ❑ level (they don't go up and down)

Outside the building are there lifts, stairs, ramps, or a combination?

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Inside the building are there lifts, stairs, ramps, or a combination?

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Can anyone use the lift at any time, or do you need to ask for a swipe card or FOB key?

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Group 2: Sensory access

This is not a complete legal checklist, just something to get you started thinking about accessibility in public places.

IMPORTANT: *When you are in a space, be mindful of other people. When you learn how inaccessible the world is, sometimes it can be fun to start pointing out all the ways people are doing things wrong! But most people are trying to do the best they can. Keep in mind that we are just writing things down and talking about them with our class, NOT yelling about them in public.*

Date:..... The site: .....

Our names:.....

Is the site:

- ❑ high sensory (bright lights and lots of sound)
- ❑ mid sensory (natural lights and some noise)
- ❑ low sensory (adjustable lights, adjustable or low sound)

- ❑ Is there a quiet space that people can retreat to?

If yes, what is the lighting like?.....

Is there a lot of sound? .....

Are there any stickers or signs around which note how accessible things are? What signs do you see? (Draw them or describe them)

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Did you notice anything else about the accessibility of the space?

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What changes would you make if you had all the money in the world to upgrade the site?

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What changes could you suggest now that cost no money?

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Group 3: Information access and wayfinding

This is not a complete legal checklist, just something to get you started thinking about accessibility in public places.

IMPORTANT: *When you are in a space, be mindful of other people. When you learn how inaccessible the world is, sometimes it can be fun to start pointing out all the ways people are doing things wrong! But most people are trying to do the best they can. Keep in mind that we are just writing things down and talking about them with our class, NOT yelling about them in public.*

Date:..... The site: .....

Our names:.....

How does someone get more information about this site? Is there:

- ❑ a phone number they can call?
- ❑ an email?
- ❑ information on a website?
- ❑ a map or information board at the site?

Are there any options for d/Deaf people to use the site?.....

Are there options for blind people to use the site? .....

- ❑ Is there any Braille on site? Where is it? .....
- ❑ Are there any TGSIs (tactile ground surface indicators)?

Are there any stickers or signs around which note how accessible things are? What signs do you see? (Draw them or describe them)

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Did you notice anything else about the accessibility of the space?

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What changes would you make if you had all the money in the world to upgrade the site?

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What changes could you suggest now that cost no money?

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Group 4: Bathroom access

This is not a complete legal checklist, just something to get you started thinking about accessibility in public places.

IMPORTANT: *When you are in a space, be mindful of other people. When you learn how inaccessible the world is, sometimes it can be fun to start pointing out all the ways people are doing things wrong! But most people are trying to do the best they can. Keep in mind that we are just writing things down and talking about them with our class, NOT yelling about them in public.*

Date:..... The site: .....

Our names:.....

❑ Is there an accessible bathroom?

Does the accessible bathroom:

❑ have a big space for a wide turning circle?
❑ have a handrail next to the toilet?
❑ have a sink with a gap underneath where you could roll your wheelchair under?
❑ have a lower or tilted mirror?
❑ have both paper towels and a hand dryer?
❑ have a bin that you can operate with your hands instead of just a foot pedal?

What signs are on the accessible toilet?

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❑ Is there a sign saying if the handrail is left or right (circle one: LH/RH)?

❑ Are there ambulant stalls in the bathrooms (slightly larger, with handrails, and labelled with a sign for ambulant toilets)?

What are the bathroom signs like? Do you think people could understand them using:

❑ only their ears (aural)
❑ only their eyes (visual)
❑ only their hands (tactile)

Are there any stickers or signs around which note how accessible things are? What signs do you see? (Draw them or describe them)

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Did you notice anything else about the accessibility of the space?

What changes would you make if you had all the money in the world to upgrade the site?

What changes could you suggest now that cost no money?