



# **ACCESSIBILITY AUDIT 2017**

## **Access to the premises**

**Audit undertaken by:** Rona Arkle, SEND Governor

**Date:** March 2017

**Signed:**

A handwritten signature in black ink that reads 'Rona Arkle'.

**Review date:** March 2020, or earlier if any significant refurbishment work is planned

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## 1 Introduction & aim

To comply with the Equality Act 2010, we are required to make 'reasonable adjustments' to our policies, procedures and practices to accommodate pupils with any disability as fully as possible in school life. This includes current pupils, and potential future pupils.

Three aspects of accessibility need to be considered:

- Accessibility of the premises
- Access to the curriculum
- Access to information

The aim of this audit was to assess the suitability of Orton CE School's premises (building & grounds) for use by people who have any disability. The other aspects are being audited separately & recommendations from each audit will be taken forward through the appropriate governance route.

## 2 Approach to disability

The traditional approach to disability personalises the issues by viewing disability as a degree of impairment or functional limitation. Impairment may result from physical, sensory or mental factors, which either prevents someone from undertaking a particular task/activity or requires him or her to accomplish that feat in a manner different from that considered "normal". Simple examples are the use of a wheeled vehicle rather than walking, audiotape rather than the printed word, or sign language as an alternative to spoken communication.

Increasingly opinion is departing from this model by using an approach which de-personalises disability. In this model, impairment remains as a personal characteristic but disability is the result of barriers in the environment or within the structure of society and its attitudes which result in the loss or limitation of opportunity to play a full role in the community.

We will treat any (potential) barriers identified through this audit as opportunities to modify or improve the building to make it more accessible in future.

## 3 Methodology

The access audit tool used was provided by Kym Allan H&S. This consisted of a series of checksheets, which together provide a practical tool for identifying any inadequacies in the accessibility of the school premises.

The initial audit was carried out by the SEND governor, who is familiar with the fabric of the building, its range of functions, & the way in which it is used. The audit was carried out on 17 & 24 February 2017.

The audit covered the following aspects:

- Getting to the premises – parking & approach
- Getting into the building – ramps/steps & entrances
- Getting around the building – internal doors, corridors, classrooms, hall & other areas
- Using the services in the building – toilets, lighting, etc
- Getting out of the building (including in an emergency situation)
- Using the outside areas
- Adequacy of information/signage

Each area was assessed for its ease of access considering all the types of disability:

- Wheelchair

- Ambulant
- Dexterity
- Visual
- Hearing
- Comprehension

While the emphasis is on improving access to the school for disabled pupils, altering the building to meet the individual needs of disabled pupils should improve access for other users including parents with young children and elderly people.

## 4 Audit findings

The audit findings are detailed in the annexes to this report:

- Annex 1 is a plan of the school premises showing the buildings, grounds & approaches
- Annex 2 is a floor plan of the buildings
- Annex 3 includes a description of the principal areas & their uses, illustrated with a series of photographs
- Annex 4 contains the completed audit checksheets

In summary:

Wheelchair	<ul style="list-style-type: none"> <li>• No designated parking space is provided for those with limited mobility.</li> <li>• With the exception of Class 4, the school building is accessible for wheelchair users. The main school building is on one level throughout, &amp; there is an accessible WC.</li> <li>• Assistance may be required to enter/exit the building, &amp; additional ramps are required to ensure that wheelchair users can safely exit the hall &amp; Class 3 in an emergency.</li> <li>• Outside, only the main playground would be accessible to a wheelchair user.</li> </ul>
Ambulant	<ul style="list-style-type: none"> <li>• The school is relatively accessible for ambulant disabled people. It is on one level, there are minimal changes in floor covering &amp; distances between different areas are generally small.</li> <li>• Toilet facilities may not provide sufficient room/facilities for people who use walking aids to manoeuvre.</li> </ul>
Dexterity	<ul style="list-style-type: none"> <li>• Minor improvements (eg replacing toilet locks) would make it easier for people with limited dexterity to use the school's facilities</li> </ul>
Visual	<ul style="list-style-type: none"> <li>• Accessibility for people with visual impairments could be improved relatively easily (eg walls could be painted to improve the tonal contrast between walls &amp; door frames/switches &amp; sockets)</li> </ul>
Auditory	<ul style="list-style-type: none"> <li>• There is no specific provision for those with hearing impairments.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>• There is no directional signage on the approach to the school buildings, or within the buildings.</li> <li>• Signage within the buildings could be improved, including that relating to emergency evacuation routes.</li> </ul>

Recent improvements to the school (summer 2016) have helped to make some areas of the school more 'user-friendly' for those with visual disabilities in particular:

- During routine redecoration of Class 2, bolder colours were incorporated in some areas which help to improve contrast between the floor, walls and windows
- A Devolved Formula Capital project to upgrade Class 3's cloakrooms has improved the contrast between floors & walls, doors & door frames, & basins – the design echoes the design of Class 2's facilities.

While this is good, SEND/accessibility was not considered explicitly as part of the planning of these improvements. In future, accessibility must be considered at the planning stage when any improvements to the school premises are considered – taking into account the full range of potential needs.

## 5 Recommendations

The following specific recommendations to improve accessibility of the school premises should be considered:

### Key:

Priority	<b>1:</b> Must do – existing need not met/urgent H&S issue <b>2:</b> Should do – build into maintenance programme <b>3:</b> Could do – consider if need arises <b>4:</b> Consider when planning future development
Type of improvement	<b>Working practice</b> – changing the way things are organised or carried out <b>Minor</b> – physical alterations such as changes to fixtures or fittings, floor coverings or paint colours <b>Major</b> – items requiring major capital funding, or involving structural changes (likely to be longer term & expensive)
Accessibility issue(s) addressed	<b>W:</b> wheelchair <b>A:</b> ambulant <b>D:</b> dexterity <b>V:</b> visual <b>H:</b> hearing <b>C:</b> comprehension

Recommendation	Priority	Type of improvement	Accessibility issue(s) addressed
<b>Parking &amp; approach</b>			
1. Provide a designated parking space for people with reduced mobility – outside the gate, in the bus bay or in the staff car park	4	Major	W, A
2. Change the location (height) & type of latch on the gate to make it suitable for wheelchair users & those with limited dexterity/strength to use	2	Minor	W, D
3. Resurface the pedestrian path surface – the tarmac has degraded & the uneven surface currently represents a trip hazard to all, as well as making access more difficult for those with impaired mobility	1	Major	W, A, V
4. Trim down-hanging tree branches near the gate to provide >2m clearance	2	Minor	A, V
5. Paint the wooden bench adjacent to the front path to make it more 'visible'	3	Minor	A, V
6. Provide signage on the first corner of the building with directions to the main entrance & classrooms	2	Minor	C (all)
7. Install external lighting for the pedestrian approach, staff car park & fire assembly point – the building is now routinely used until 5.30pm, by which time it is dark in the winter	2	Major	V (all)

<b>Main entrance</b>			
8. Provide a (tactile) sign to identify the main entrance for visitors – this might also help to distinguish the door from its surround	3	Minor	V, C
9. Provide signage at the main entrance explaining how to summon assistance, if required	2	Minor	W, A, V
10. Replace the door from the lobby to the hall with one which allows visibility for wheelchair users (unless there are privacy reasons for retaining the existing door which only has standing visibility)	4	Major	W
11. Provide a clearer (ie less 'busy') background to the hatch so that it is less distracting for people with visual or hearing impairment	3	Working practice	V, H
12. Providing signage & a (tactile) map in the main reception lobby to help people find their way to other parts of the building	2	Minor	V, C
<b>Other entrances</b>			
13. Change the lower pane of Class 3's door to toughened glass to improve visibility (unless there are privacy considerations, eg changing for PE)	3	Major	W
14. Provide a ramp outside Class 3's external door	3	Minor	W
15. When Class 4 is replaced, ensure that ramped access is incorporated in the design	4	Major	W
<b>Hall</b>			
16. Remove obstructions present in the hall (benches, sports equipment, etc)	3	Working practice	W, A, V
17. Paint the walls a pale colour when next redecorating, to improve contrast between walls & door frames/skirting/light switches/sockets (also applies to other areas, eg classrooms)	2	Minor	V
18. Consider moving switches to a lower height when any major refurbishment work is undertaken	4	Major	W
<b>Corridor from hall to Class 1/2</b>			
19. Paint the door maroon to distinguish it from the frame & handle	3	Minor	V
20. Add two (adhesive) coloured panels to the large glass panel, to improve contrast	2	Minor	V
<b>Learning room</b>			
21. Swap the purple chairs with some blue chairs from Class 2 to provide better contrast with the purple carpet	3	Working practice	V
22. Add (adhesive) coloured panels on the glass door to make it easier for those with visual impairment to recognise	2	Minor	V
23. Paint the door frame to distinguish it from the frame & handle (but note maroon may not work well on the inside, due to the storage cupboard door which is visible across the corridor)	3	Minor	V
<b>Class 1</b>			
24. Change colour of tables or carpet (whichever needs replacing first) to improve visual contrast – currently red on red (although the yellow chairs do help)	3	Major	V
25. Paint the walls a pastel or bold colour to improve visual contrast between walls/switches & door frame (Class 1 is due to be repainted in summer 2017)	2	Minor	V
<b>Class 2</b>			

26. Change colour of tables or carpet (whichever needs replacing first) to improve visual contrast – currently blue on blue	3	Major	V
27. Change position of tables to improve access to emergency exit (double doors)	2	Working practice	W, A, V
<b>Class 3</b>			
28. Change colour of tables or carpet (whichever needs replacing first) to improve visual contrast – currently blue on blue	3	Major	V
29. Move switches to a level which is within reach of a wheelchair user (currently at high level) if any major refurbishment work is planned	4	Major	W
30. Replace the “girls” & “boys” signs on the toilet facilities with standard pictogram signs	2	Minor	C
<b>Class 4</b>			
31. Repaint the nosings of the external steps, install edging which provides a visual contrast on the two internal steps, & consider providing handrails	1	Minor	V
32. Replace the door handles to improve visual contrast	3	Minor	V
33. Provide coloured panels on the French windows	2	Minor	V
<b>Toilet facilities</b>			
34. Replace the locks in all toilet cubicles with lever-type locks, which are easier for those with limited dexterity to use & which can be opened from outside (using a screwdriver) if necessary	2	Minor	D
35. Install a panic cord/alarm system in the accessible WC	4	Major	W
36. Replace the handrails in the accessible WC with coloured ones (or paint the existing ones if possible) to improve visual contrast	3	Minor	V
<b>Emergency exits</b>			
37. Add low-level pictogram signage on all emergency exits – this would be easier for children to see, as well as wheelchair users	2	Minor	W, V, C
38. Ensure that emergency escape routes & emergency exits are kept clear at all times – this may require relocation of fire extinguishers, IT & play equipment, & bag/shoe storage trolley which are currently partially obstructing exits or escape routes from Class 1, Class 2 & the hall	1	Working practice	All
39. Provide ramps outside fire exits from the hall (double doors), Class 3 & Class 4 so that they are suitable for wheelchair users	3	Minor (Class 4 major)	W
40. Provide appropriate signage on the outside of the fire exits & ensure they are kept clear	3	Minor	-
41. Provide lighting & signage identifying fire assembly area	3	Minor	All
42. Develop & test an emergency plan to ensure pupils & staff can regain access to & secure the building quickly in the event of a security incident during playtime or outdoor PE lessons	1	Working practice	All
<b>Outside areas</b>			
43. Repaint the lines on the playground (& add around the edge if necessary) to help identify the ‘boundaries’	2	Minor	V
44. Ensure steps to willow sculpture/friendship hut & productive garden meet accessible design requirements (consistent tread length/riser height within specified limits, nosings clearly indicated)	2	Minor	A, V

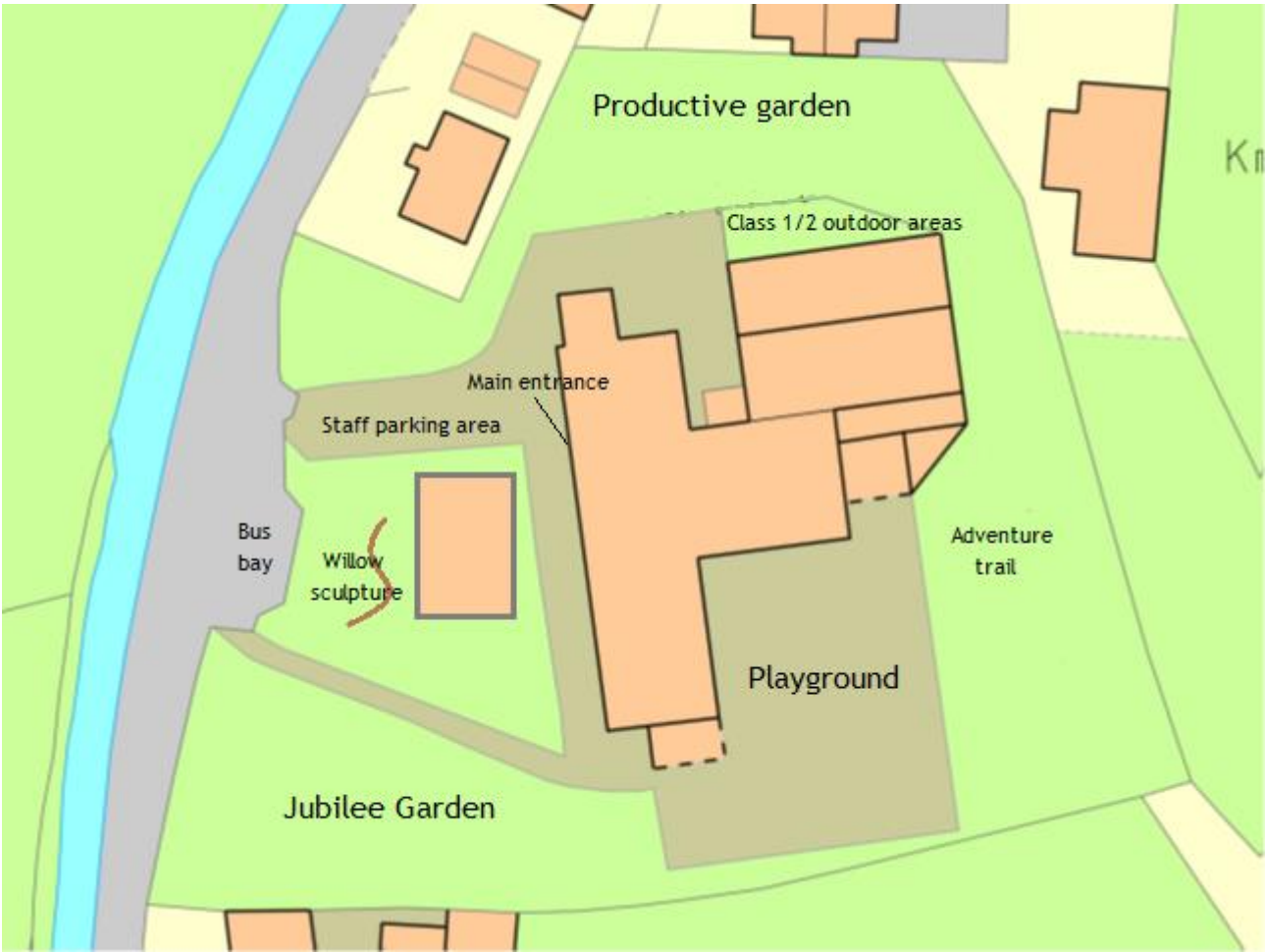
45. Add ramps to enable wheelchair access to the garden areas if the need arises	4	Major	W
<b>General</b>			
46. Consider need for an induction loop system	4	Major	H

Next steps should involve consultation on this draft report & recommendations – including with a sample of staff (including SENDCo), pupils, parents & other governors – to ensure that a wide range of views are considered.

Any feedback should be taken into consideration, before a final list of proposed actions is agreed by the Buildings & Grounds Committee. This will need to be costed & timescales for implementation agreed with the Finance & Staffing Committee. The action plan should be incorporated into the Accessibility Plan, & referenced in the School Development Plan.



Annex 1 – Plan of school premises



## Annex 2 – Plan of school building

To be added

## Annex 3 – Description & use of school facilities

Orton CE School was built in the 1960s, but has been extended & modified on a number of occasions since. Pupils are aged 3-11, & there are currently 81 children in school. There are 5 teachers (including the head), 3 teaching assistants, 2 office staff, 2 kitchen staff & a cleaner. The school premises are also used daily for breakfast club & after-school club.

### PARKING

Staff parking is provided on the premises. Children arrive by school bus, on foot or by bike. The school buses park in a bus bay (unmarked) immediately outside the school gate. Parents usually park on the nearby roads & walk their children to the playground/relevant classroom entrance. There is a covered bike park in the school grounds.



### APPROACH

The school is approached via a gate & tarmac pedestrian path. It is 30 metres from the gate to the playground, & a further 30 metres along the front of the school to the main (visitor) entrance. There is a bench alongside the path on the front of the school, if needed. There is a main school sign adjacent to the vehicular gate, but no directional signage on the pedestrian approach route.



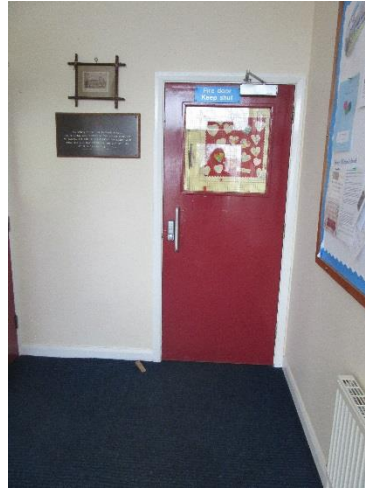


## MAIN ENTRANCE

The main entrance to the school is generally accessible. There is a (paved) ramp outside, the entry-phone system should be accessible to wheelchair users, door handles are easily distinguished from their background (gold on white, silver on maroon), there are no obstructions in the lobby, the floor is carpeted throughout, safety signage is at low level & the hatch is at a level accessible to seated or standing visitors.

The main school building is on one level throughout.





## OTHER ENTRANCES

Pupils also enter the school via the cloakrooms. The door Class 1/2's cloakroom is wheelchair accessible, whereas Class 3's external door has a small step & Class 4 is accessed by 4 steps. An electronic entry system has recently been installed on Class 3's entrance to allow Class 4 children to access the cloakroom independently.



## HALL

The hall is a multi-functional space. It is used daily for assemblies, lunches, indoor PE activities, small group learning support, after-school club, etc. Tables & benches are stored in a large cupboard, but some PE & music equipment is stored in the hall due to lack of handy storage capacity.

The hall is also used twice-yearly to rehearse & host performances. A portable stage is installed & flexible seating is provided for a large audience.



The floor is non-slip wood-effect vinyl.



## CLASS 1

Class 1 is used for Early Years & Foundation Stage (Nursery & Reception). The classroom is divided into a number of different 'zones' – including areas for wet/sand play, reading/writing, stories/watching TV, & using computers. There is a small 'quiet room' within the classroom. Toilet facilities are located within the classroom. There is a covered play area outside the classroom.



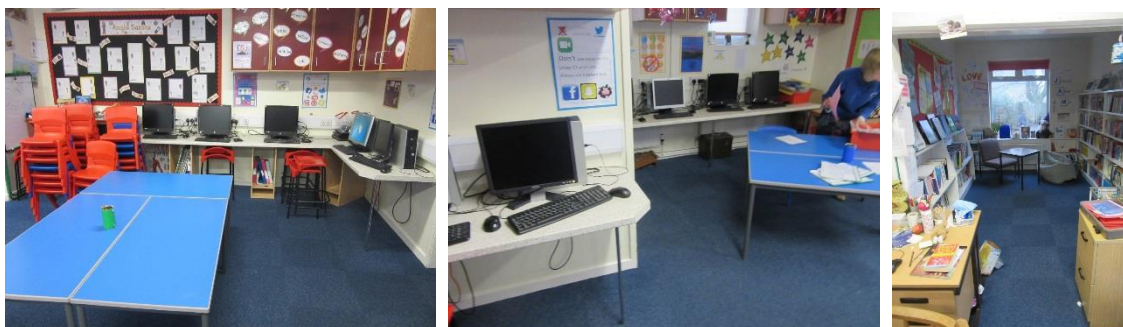
## CLASS 2

Class 2 is currently used for Year 1/2. The main area of the class has a number of tables. There is also a 'quiet corner' for reading, & a small IT area. There is an outside covered play area. Toilet facilities are located just outside the classroom.



### CLASS 3

Class 3 is used for Year 3/4. The majority of the floor area is used for tables. There are IT facilities along two walls. There is a library area within the classroom. Toilet facilities, which serve Class 3 & Class 4, are located in the adjacent cloakroom.



### CLASS 4

Class 4 is used by Year 5/6. This temporary classroom was installed in summer 2014, with a porch added the following year to provide storage for shoes, coats & bags. Some significant limitations are recognised (eg no water supply, no toilet facilities, no IT suite), but there is no immediate plan to replace "The Cube" with a permanent classroom due to current uncertainties in school finances.

Class 4 is accessed by 4 steps, so there would be significant issues if a child with mobility difficulties joined the school.





## LEARNING ROOM

The learning room is used for small group work, led by TAs. It has flexible seating, storage & IT facilities. There is a visual indicator for the fire alarm above the door in this room (only).



## TOILET FACILITIES

The toilet facilities serving Class 1, Class 2 & Class 3/4 have all been installed or upgraded recently, & meet accessible design standards.





There is also an accessible WC.



## EMERGENCY EXITS

All the school's entrance doors are also used as emergency exits. The exits to the outside play areas from Class 1 & Class 2 double as fire exits (although the main fire evacuation route for these classes is via their shared cloakroom/entrance door). In Class 3 & Class 4, the entrance is also the principal evacuation route. The hall & the kitchen also have fire exits.



## OUTSIDE AREAS

The school has a good range of outside play areas in the school grounds. However, not all areas are fully 'accessible'.

The main playground is tarmac, & provides space for ball games & outdoor PE activities.



There is a grassed area with an adventure trail adjacent to the main playground, & a climbing wall.



There are smaller play areas outside Class 1 & Class 2, which have 'soft tarmac' surfaces. The exit from Class 1 has a small gradient (ramp).



The willow sculpture & friendship hut at the front of the school are accessed by steps.





The Jubilee Garden was developed in ~2014 & provides additional space for play or learning – including opportunities for tree climbing. It has (steep) ramped access, but has loose stones & some low-level obstacles in the main area.



The productive garden is used to grow fruit & vegetables, & also has wildlife-friendly areas including a nectar bar & bug hotel. The Potting Shed was installed in 2016, & provides a covered facility for gardening club or other outdoor activities. Both are accessed by steps.



There is also a school playing field, located in the centre of the village – approximately 270 metres from the school along a (quiet) single track road.





## Annex 4 – Completed audit checksheets

Checksheets cover the following areas:

- Car parking & approach
- Ramps & steps
- Entrance doors
- Corridors & assembly areas
- Internal steps (Class 4 only)
- Internal doors
- Classrooms & other rooms
- Toilet facilities
- Signs & information
- Means of escape

*Tick the Y or N column, or state Y/N as appropriate. Add notes if necessary. 'N' indicates that the element, where appropriate, should be given consideration in the school's Accessibility Plan.*

### CAR PARKING & APPROACH

Q.		Yes	No	Notes
A1	Is the building within convenient distance of a public highway?	✓		Distance from gate/public road to playground is ~30m, & to main entrance is ~60m
A2	Is the building within convenient distance of public transport?		✗	Access by school bus, on foot/bike or by private car
A3	Is the building within convenient distance of car parking?	✓		Parking on nearby main roads (150-200m distant) or in centre of village
A4	Is the route to the building entrance clearly marked/found?		✗	Consider a sign on the first corner of the building pointing to the main entrance
A5	Is the route to the building entrance free of kerbs?	✓		Gate is not accessible – consider changing closing mechanism (height & ease of operation)
A6	Is the surface smooth and slip resistant?		✗	Tarmac pedestrian path is uneven & needs resurfacing
A7	Is the route wide enough?	✓		Pedestrian path is 1.4m wide
A8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		Some trimming of down-hanging tree branches near the gate is required to provide >2m clearance
A9	Is it adequately lit for use during the hours of darkness?		✗	Consider improvements to external lighting around school premises
A10	Is it identified by visual, audible and tactile information?		✗	

Q.		Yes	No	Notes
A11	Is the route level? (i.e. no gradient steeper than 1:20 and no steps)	✓		
A12	Is there car parking reserved for people with reduced mobility? (If no, go to A17)		✗	See note below
A13	Is the reserved area clearly marked out, signed and easily found and kept free from misuse?			N/A
A14	Is the reserved area as near the entrance of the building as possible?			N/A
A15	Is the reserved area kept free from misuse?			N/A
A16	Is the reserved area suitably surfaced?			N/A
A17	Is storage space available for outdoor powered scooters?	✓		In staff car park – not covered through
A18	Is the route to the building kept free of snow, ice and fallen leaves?	✓		Responsibility of headteacher (confirm)

## RAMPS & STEPS – ACCESS TO SCHOOL BUILDING

Q.		Main entrance	Class 4	Class 3	Class 1 / 2 cloakroom	Notes
B1	Is there a permanent or portable ramp? If not, go to question 9	Y	N	N	Y	Main entrance ramp has a steep 'ramped step' on the threshold so a wheelchair user would require assistance
B2	Are there level approach spaces at the top and bottom of the ramp?	N			Y	
B3	Is the ramp wide enough and suitably graded?	Y			Y	
B4	Are ramp landings long enough and provided at intermediate levels?	N/A			N/A	Ramps are short & do not require landings
B5	Is the surface of the ramp slip-resistant, particularly when wet?	Y			Y	
B6	Are the ramp edges protected to prevent accidents?	N/A			N/A	Ramps are low-level, & addition of kerbs (particularly outside Class 1/2 entrance) is more likely to cause accidents
B7	Are there handrails provided to one or both sides?	N			N	
B8	If a permanent ramp (or re-graded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?		N	N		
B9	If a safe and convenient ramp cannot be constructed, is a platform lift or a wheelchair stair lift in good working order available?		N	N		
B10	Are there steps?	N	Y	Y	N	One small step at Class 3 entrance; 2 external & 2 internal steps to access Class 4

Q.		Main entrance	Class 4	Class 3	Class 1 / 2 cloakroom	Notes
B11	Is there a visual and tactile warning at the top and bottom of each flight?		N	N		
B12	Is there a suitable handrail to one or both sides?		N	N		
B13	Are ramps and steps adequately lit?	Y	N	Y	Y	
B14	Are step treads long enough and consistent in depth?					
B15	Are risers shallow enough, all the same height and unlikely to trip users?					
B16	Are all nosings marked and clearly defined?		N			Repaint Class 4's external steps & install same edging on internal steps
B17	Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)					N/A
B18	If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? See checklist E.					N/A

## RAMPS & STEPS – OUTSIDE SPACES

Q.		Playground	Jubilee garden	Productive garden	Class 1 / 2 outside play areas	Notes
B1	Is there a permanent or portable ramp? If not, go to question 9	N/A	Y	N	N/A	
B2	Are there level approach spaces at the top and bottom of the ramp?					
B3	Is the ramp wide enough and suitably graded?					
B4	Are ramp landings long enough and provided at intermediate levels?					
B5	Is the surface of the ramp slip-resistant, particularly when wet?		Y			
B6	Are the ramp edges protected to prevent accidents?		N			
B7	Are there handrails provided to one or both sides?		N			
B8	If a permanent ramp (or re-graded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?	N/A		Y	Y	Consider installing a ramp if need arises
B9	If a safe and convenient ramp cannot be constructed, is a					

Q.		Playground	Jubilee garden	Productive garden	Class 1 / 2 outside play areas	Notes
	platform lift or a wheelchair stair lift in good working order available?					
B10	Are there steps?	N	N	Y	N	
B11	Is there a visual and tactile warning at the top and bottom of each flight?			N		
B12	Is there a suitable handrail to one or both sides?			N		
B13	Are ramps and steps adequately lit?	N/A	N	N	Y	
B14	Are step treads long enough and consistent in depth?					
B15	Are risers shallow enough, all the same height and unlikely to trip users?					
B16	Are all nosings marked and clearly defined?			Y		
B17	Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			N/A		
B18	If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? See checklist E.	N/A	N	N	N/A	

## ENTRANCE DOORS

All visitors use the main entrance (Reception), but pupils do (& parents may) use all the external doors into the cloakrooms

Q.		Main entrance	Class 4	Class 3	Class 1/2	Notes
C1	Is the door clearly distinguishable from the facade?	N	N	N	Y	All white-in-white
C2	If the door is frameless glass, is it easily recognisable to prevent people colliding with it to aid visually impaired people?					N/A
C3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Y	Y	Y	Y	All exceed 800mm clear opening
C4	Does it have a level or flush threshold, and a recessed mat-well?	Y	N	N	Y	Single 'step' outside Class 3 entrance; two external steps & raised threshold outside Class 4; no mat-wells
C5	Does the mat within the well completely fill the void, both in depth, width and length?					N/A



Q.		Main entrance	Class 4	Class 3	Class 1/2	Notes
C6	Is there visibility through the door/way from both sides at standing and seated levels?	Y	Y	N	Y	Class 3 door glass too high for a wheelchair user to see through – consider changing lower pane for toughened glass
C7	Is adequate space available beside the leading edge of the door for a wheelchair user to open the door whilst clear of the door swing?	Y	N	Y	Y	Class 3 door pulls outwards with space either side of door; Class 1/2 door pulls outwards & there is adequate space on the ramp to open it
C8	Is weather protection provided at manual non-powered doors?	N	N	N	N	
C9	Can the door furniture be used at both standing and seated height?	Y	N	N	Y	Typically 106cm above ground (just above comfortable reach for a wheelchair user)
	Is the handle easily distinguishable?	Y	Y	Y	Y	Silver/gold handles on white frame
C10	Can it be easily gripped and operated?	Y	Y	Y	Y	Push down/pull handles fitted on all doors
C11	Is the force required to open or close the door minimal?					
C12	If the door has a closer mechanism does it have:	Y	Y	Y	Y	All doors have closer mechanisms – type not determined (delayed, slow-action, minimal pressure)
C13	Is there a facility to summon help?	Y	N	N	N	Intercom at main entrance only
C14	Is there a revolving door? <i>If not, go to question 14.</i>					N/A
C15	Is there an alternative single leaf door adjacent?					N/A
C16	If the door is power-operated does it have visual and tactile information?					N/A
C17	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?					N/A
C18	Are regular checks of entrance doors made to ensure proper functioning?	N	N	N	N	Any defects should be reported (tbc)
C19	If there is a lobby, do the inner and outer doors meet the same criteria?	N		N		
C20	Do lobby layouts enable all users to clear one door before going through the next?	Y		Y		
C21	Are signs and noticeboards designed and positioned to inform those with visual impairments and wheelchair users with lower eye-levels?					Tbc
C22	Does the lighting installation take account of the needs of visually disabled people?					Tbc

Q.		Main entrance	Class 4	Class 3	Class 1/2	Notes
C23	Are floor surfaces:					
	(a) slip-resistant, even when wet?	Y	Y	Y	Y	All entrance areas are carpeted
	(b) of a quality that is sympathetic to acoustics – i.e. not so 'hard' as to cause acoustic confusion?	Y	Y	Y	Y	
	(c) easily manoeuvred by wheelchair users?	Y	Y	Y	Y	
C24	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	N/A	N/A	N/A	N/A	No junctions between surfaces
C25	Is any reception desk/point suitable for approach and use from both sides by people in either standing or seated positions?	Y				
C26	Is it fitted with an induction loop for communication with hearing aid users?	N				
C27	Is external communication possible by minicom (textphone) as well as standard telephone?	N				
C28	Is the reception desk lighting, together with its background, designed to facilitate lip-reading?	N				Background is 'busy' due to noticeboard
C29	Is British Sign Language available?	N				Consider training as part of access to information audit/improvement plan, or if a specific need arises
C30	Is the waiting area equipped with seating designed for ease of use?	N				No seating provided
C31	Is space available clear of the circulation area for wheelchair users to wait?					Tbc
C32	Is information which is intended for visitors to take away, available in large print, Braille and audio-tape versions on request?	N				Consider as part of access to information audit/improvement plan, or if a specific need arises
C33	Are all finishes matt, non-reflective and colour-contrasted?	Y	Y	Y	Y	
C34	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	N	N	N	N	Consider providing signage & a (tactile) map in the main reception lobby

## CORRIDORS & ASSEMBLY AREA

Q.		Yes	No	Notes
	Corridor from hall to Class 1 / 2			

Q.		Yes	No	Notes
D1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?		✗	Width is ~1.1m
D2	Is each corridor etc., free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
D3	Do any lobbies allow users, (incl. wheelchair users) to clear one door before approaching the next with minimal manoeuvre?	✓		
D4	Is turning space available for wheelchair users?	✓		
D5	Do natural and artificial lighting avoid glare and silhouetting?	✓		
D6	Are visual clues available to help orientation?		✗	
D7	Do floor surfaces:			
	(a) allow easy passage for wheelchair users?	✓		Floor is carpeted
	(b) minimise light reflection and sound reverberation?	✓		
D8	Are textured surfaces used to convey information to people with impaired vision?		✗	
D9	Are direction or information signs (incl. means of escape) visible from both sitting and standing eye levels, and are they in large enough type to be read by those with impaired vision?	✓		Consider low-level fire exit sign on Class 1/2 cloakroom door (also on fire exit double doors in Class 1 & Class 2)
D10	Are there tactile signs and information for those with impaired vision?		✗	
D11	Are regular checks made to ensure the above features are maintained?		✗	
<b>Assembly Areas</b>				
D12	Is lighting designed to meet a wide range of needs?		✗	
D13	Is sufficient circulation space allowed for wheelchair users?	✓		
D14	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?		✗	Benches, cabinets, mats are potential obstructions – may need to consider alternative storage arrangements if need arises
D15	Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		Flexible seating arrangements depending on use
D16	Are all areas for assembly/meeting equipped with an induction loop system?		✗	
D17	Is the functioning and operation of the induction loop checked regularly?			N/A

## INTERNAL STAIRS (Class 4 only)

There are known accessibility issues with Class 4 (The Cube), which is a temporary building. There are 4 steps from ground level – two outside the door, two inside.

Q.		Yes	No	Notes
G1	Is the location of the stair adequately signed at each level?		✗	
G2	Is each level clearly identified by tactile and visual information?		✗	

G3	Is the approach to stairs at both the top and bottom identified using a textured floor surface?		✗	
G4	Is there a visual warning at the top and bottom of each flight?		✗	
G5	Does the stair have a suitable handrail on each side?		✗	No handrail
G6	Is there adequate, well-positioned lighting?	✓		Good daylight during school day; adequately lit if classroom lights are on
G7	Are treads long enough (280-425mm) and each of the same depth?			Check
G8	Are risers shallow enough (150-170mm), all the same height, and unlikely to trip users?			Two outside steps are uneven heights
G9	Are all nosings clearly defined?		✗	Paint or otherwise mark nosings on stairs to make them more defined
G10	Are landings long enough and provided at intermediate levels in a long flight?			N/A
G11	Is the facility maintained in good condition and regularly checked for obstructions/surface defects etc.?		✗	Plywood floor at base of internal steps needs replacing

## INTERNAL DOORS

Q.		Yes	No	Notes
H1	Is the door absolutely necessary for fire safety or functional reasons?	✓		All internal doors are fire doors, to prevent spread of fire
H2	Is it distinguishable from its surroundings?	✓		Majority of internal doors are painted maroon which makes them clearly distinguishable.  However, door from hall to Class 1/2 cloakroom & door into learning room are white – standardise colour when next redecorating to improve contrast.  Consider painting the door frames & skirting (or the walls) a different colour when next redecorating, to improve contrast with walls (generally white next to 'magnolia')  Could also consider changing colour of WC doors & store doors to distinguish from classrooms
H3	If the door is glass, is it easily recognisable to prevent people colliding with it and to aid visually-impaired people?		✗	Add coloured panels to glass doors (from hall to Class 1/2 corridor, & into learning room) at standing & seated eye level
H4	Can people each side of the door, either standing or seated in a wheelchair, see each other?	✓		Mostly, except from lobby into hall where the door only has a high-level glass panel  Consider replacing door from lobby into hall with one with two (thin) glass panels to improve visibility – unless there are privacy concerns
H5	Is the clear opening width sufficient for a wheelchair user?		✗	Independent wheelchair user requires 90cm width – door openings range from 74cm (into Class 2 WCs) to 85cm (into accessible WC) wide
H6	Is there adequate space alongside the leading edge for a wheelchair user or	✓		

Q.		Yes	No	Notes
	someone with limited mobility to reach the door control while clear of the swing?			
H7	Is the door handle at a height suitable for both standing and seated users?	✓		'Bar' type typically 86-120cm above ground Push down/pull handles typically 106cm above ground
H8	Is the handle clearly distinguishable from the door itself?	✓		Generally silver on maroon
H9	Can it be easily gripped and operated?	✓		
H10	Is the door recessed so that when fully open, it does not block a corridor which is also a main exit route?			Door from wheelchair-accessible WC projects into corridor, but corridor is >1.8m wide at that point (although maybe not with trolley present)  Consider alternative provision for storage of bags/shoes for Class 1/2
H11	If a door closer is fitted, is it a delayed closer, a slow-action closer, minimum necessary closer pressure, or hold-open, i.e., with magnets linked to the alarm system?			Door closers are fitted to most doors – type not determined
H12	Are regular checks made to ensure proper functioning of both the door and any fittings or fixtures?		✗	No regular checks made, but any defects should be reported

## CLASSROOMS

Q.		Class 1	Class 2	Class 3	Class 4	Learning room	Notes
I1	Is function or use identified by visual and tactile information?	N	N	N	N	N	
I2	Are lighting, heating and ventilation controls easily identified, reached and used?	Y	Y	N	N	Y	In general, the new part of the permanent building meets accessible design requirements – while the older part & the temporary classroom do not
I3	Are socket outlets easily identified and reached?	Y	Y	N	N	Y	
I4	Are emergency 'break-glass' panels and door releases easily identified and reached?	Y	Y	N	N	Y	
I5	Is the lighting designed to meet the needs of a wide range of users?	N	N	N	N	Y	
I6	Can the lighting be adjusted to suit the range of activities and tasks carried out in the space?	N	N	N	N	N	
I7	Is circulation space allowed for wheelchair users?	N	N	N	N	N	This would need to be considered if the need arises
I8	Is the space maintained free of obstructions which would create hazards for people with sight impairments?	N	N	Y	Y	Y	Class 1 in particular would need to be reorganised if the need arose
I9	Do seating and work surfaces colour contrast with carpets and surrounding areas?	N	N	N	N	N	It may be possible to move some tables & chairs between classrooms to provide

Q.		Class 1	Class 2	Class 3	Class 4	Learning room	Notes
							better tonal contrast – otherwise consider when replacing any furniture
I10	Are spaces where meetings are held fitted with a sound enhancement system e.g. induction loop?	N	N	N	N	N	
I11	Is its performance checked regularly?						N/A
I12	Are changing cubicles suitable for wheelchair users, with room for assistance to be given if required?						N/A
I13	Are good sight lines maintained for visually-impaired or wheelchair users of lecture theatres, assembly halls and meeting rooms?						

## OTHER ROOMS

Q.		Hall	Office	Staffroom	Kitchen	Notes
I1	Is function or use identified by visual and tactile information?	N	N	N	N	
I2	Are lighting, heating and ventilation controls easily identified, reached and used?					tbc
I3	Are socket outlets easily identified and reached?					Tbc
I4	Are emergency 'break-glass' panels and door releases easily identified and reached?					Tbc
I5	Is the lighting designed to meet the needs of a wide range of users?	N	N	N	N	
I6	Can the lighting be adjusted to suit the range of activities and tasks carried out in the space?	N	N	N	N	
I7	Is circulation space allowed for wheelchair users?	N	N	N	N	Tbc
I8	Is the space maintained free of obstructions which would create hazards for people with sight impairments?					Tbc
I9	Do seating and work surfaces colour contrast with carpets and surrounding areas?				N/A	Tbc
I10	Are spaces where meetings are held fitted with a sound enhancement system e.g. induction loop?	N	N	N	N/A	
I11	Is its performance checked regularly?					N/A
I12	Are changing cubicles suitable for wheelchair users, with room for assistance to be given if required?					N/A
I13	Are good sight lines maintained for visually-impaired or wheelchair users of lecture theatres, assembly halls and meeting rooms?					N/A

## TOILET PROVISION – ALL TOILET AREAS

Q.		Class 1	Class 2	Class 3	Staff toilet	Notes
J1	Is WC provision made for people with disabilities including wheelchair users?	N	N	N	N	Separate WC available for wheelchair users
J2	Do all toilet areas have slip-resistant floors?	Y	Y	Y	Y	
J3	Is the floor easy to distinguish by colour contrast from walls?	Y	Y	Y	Y	
J4	Are all fittings readily distinguishable by colour from their background?	N	Y	Y		Fittings are white, toilets are generally on white tiled backgrounds – basins are on blue backgrounds in Class 2 & Class 3 toilets
J5	Are all door handles, locks and light switch easily gripped and operated?	N	N	N	Y	Sliding locks can be fiddly to open/close – consider replacing (also see below)
J6	Can door locks be operated from the outside with the use of a key or other device in the event of an emergency?	N	N	N		Consider replacing locks with lever type, which can be opened from outside if necessary & are generally easier for those with limited dexterity to use
J7	Do ambulant disabled people and people using walking aids have sufficient space to manoeuvre?	N	N	N	N	Cubicles are probably too small for an adult with crutches to use
J8	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	N	N	N	N	No support handles fitted
J9	Are both hand washing and drying facilities approachable by and within reach of someone in a wheelchair?	N	N	N	N	Only in accessible WC
J10	Is the tap appropriate for use by a person with limited dexterity, grip or strength?	Y	Y	Y		Single 'blade'-type handle needs to be pushed to one side to turn on/off; note Class 1 taps are high level & may not be accessible to wheelchair users
J11	Do able-bodied persons have less distance to travel to a WC than a disabled person?	Y	Y	Y	Y	Marginally in most cases
J12	Are all finishes matt, colour-contrasted and non-reflective?	Y	Y	Y	Y	Floor, door & basin surrounds are; white tiles & mirrors may be reflective

## TOILET PROVISION – WHEELCHAIR ACCESSIBLE

Q.		Yes	No	Notes
K1	Can the WC be approached by a wheelchair user i.e. is the route free of steps, corridor obstructions, narrow doors etc.	✓		
K2	Is the location clearly signed?		✗	
K3	Is the travel distance to this WC less than that to a standard WC?			Depends on where person is located

Q.		Yes	No	Notes
K4	Is there sufficient space outside the toilet compartment for manoeuvre and door opening?	✓		
K5	Are the door handles, lock and light switch easily reached and operate?	✓		
K6	Can the door lock be operated from the outside with the use of a key or other device in the event of an emergency?			Check
K7	Is the compartment large enough to allow unassisted or assisted manoeuvring into position for frontal, lateral, angled and backward transfer?	✓		
K8	Do all toilet areas have slip-resistant floors?	✓		
K9	Is the floor easy to distinguish by colour contrast from walls?	✓		
K10	Are all fittings readily distinguishable by colour from their background?		✗	White fittings, white tiles & white grab rails  Consider replacing grab rails with coloured version to improve visual contrast
K11	Are the fittings arranged to facilitate these manoeuvres?	✓		
K12	Are both hand washing and drying facilities within reach of someone seated on the WC?	✓		
K13	Is the tap appropriate for use by a person with limited dexterity, grip or strength?	✓		
K14	Are suitably designed grab rails fitted in all the positions necessary to assist manoeuvring?	✓		
K15	Is there an emergency call system and is someone designated to respond?		✗	Consider installing an emergency call system
K16	Can the emergency call system be operated from floor level?			N/A
K17	Is the alarm response unit in an area which can be easily seen and heard by people able to give assistance?			N/A
K18	Is the manoeuvring area free from obstructions, e.g. boxed-in pipework, radiators, cleaners' buckets or occasional storage?	✓		
K19	If more than one standard layout WC is provided, are the layouts handed (a left-sided approach and a right-sided approach)?			N/A

## SIGNS & INFORMATION

Q.		Yes	No	Notes
L1	Can all users readily find their way to and into the building?		✗	Consider signing the way to the main entrance (eg notice on first corner of building at top of path)
L2	Once inside, are the functions of rooms and spaces clearly identified by visual and tactile means?		✗	
L3	Are lines of vision, both externally and internally, maintained free from obstruction?	✓		
L4	Is the building equipped to provide hearing assistance?		✗	
L5	Where tactile signs are used, are approaches to them kept free from obstruction?			N/A – no tactile signs used



<b>L6</b>	Are displays of information to take away within reach of both ambulant and wheelchair users?	✓		
<b>L7</b>	Is public information such as that provided to parents and via your website available in alternative formats, such as large print, audiotape and Braille?		✗	
<b>L8</b>	Are noticeboards for parents and visitors easily accessible and viewed by people both sitting and standing?		✗	External noticeboard (on path) is; noticeboards in lobby & hall may be higher than ideal

## MEANS OF ESCAPE

Q.		Yes	No	Notes
<b>M1</b>	Is there a visible as well as an audible fire alarm system?		✗	Except in the learning room
<b>M2</b>	Are personal vibrating alarms provided to employees with hearing impairments?			tbc
<b>M3</b>	Are final exit routes as accessible to all, including wheelchair users, as the entrance routes?	✓		
<b>M4</b>	Is vertical escape from a floor above or below the entrance floor possible using a fire-protected lift/platform lift with a protected or independent power supply?			N/A
<b>M5</b>	If people with disabilities cannot completely evacuate the building, can they easily reach places of relative safety or refuges?			N/A
<b>M6</b>	If refuges are available are they equipped with 'carry chairs' (Evac chairs)? If none required go to question 9.			N/A
<b>M7</b>	If carry chairs are available have all relevant staff been trained in their use?			N/A
<b>M8</b>	If carry chairs are available, are they regularly maintained and checked for proper operation?			N/A
<b>M9</b>	Is a personal emergency evacuation plan (PEEP) available for each member of staff needing assistance?			Tbc (if relevant)
<b>M10</b>	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?			EP to confirm (including for performances?)
<b>M11</b>	Are the evacuation routes checked regularly for freedom from combustible material and obstacles, including locked doors?		✗	Partial obstructions present in front of Class 1/2 emergency exits & evacuation route from Class 2; kitchen fire exit is locked & exit was partially obstructed externally
<b>M12</b>	Are both the general escape strategy and the personal emergency plans (PEEPS) checked and tested regularly for efficiency and effectiveness?			EP to confirm (termly fire drill practice?)
<b>M13</b>	Are all fire warning devices and detectors checked routinely and regularly?			MB to confirm (how weekly test is completed)