



Kym Allan Safeguarding, Health & Safety Consultants Ltd.
1-4 Citadel Row
CARLISLE CA3 8SQ
Telephone: 01228 210152
Fax No: 01228 210153
www.kymallanhsc.co.uk

ST BRIDGET'S CATHOLIC PRIMARY SCHOOL & NURSERY

ACCESS AUDIT REPORT & DRAFT ACCESSIBILITY PLAN



Name & Address of Premises:

St Bridget's Catholic Primary School & Nursey
18 St Bridget's Lane
Egremont
CA22 2BD

Tel No.

01946 820320

Assessor:

Paul Wanless, Consultant, KAHSC Ltd.

**Date of Last Access Audit Report & Draft
Accessibility Plan:**

02/05/2023

Subsequent Review Dates:			
Reviewed by:		Date:	
Reviewed by:		Date:	
Suggested Date for Review: <i>(This access audit should be reviewed annually or at such earlier time as there is reason to suspect it is no longer valid or there has been a significant change in the matters to which it relates)</i>			May 2024

This page is intentionally blank for printing purposes

Background

The purpose of an access audit is to assess the suitability of a building for use by people who have physical, sensory, or mental impairments.

Following the audit, deficiencies in the building design may emerge. Further investigation will be required to identify and prioritise potential solutions and costs. It is recommended that managers consult specialists in building design and access for advice on the most appropriate solutions.

The access audit report is designed to help you produce an action plan for improvement for inclusion in the School Accessibility Plan or as part of an addendum (objectives) to the School Single Equality Scheme/Policy or School Development Plan.

The report will:

- identify necessary adjustments in the service provided to disabled staff, pupils and visitors to the school in order to meet the requirements of the following guidance:
 - Equality Act 2010;
 - BS 8300-1:2018 Design of an accessible and inclusive built environment. Part 1: External environment - Code of practice;
 - BS 8300-2:2018 Design of an accessible and inclusive built environment. Part 2: Buildings - Code of practice;
 - Approved Document B – Fire Safety - Volume 2: Buildings other than dwellings;
 - Approved Document K – Protection from falling, collision and impact;
 - Approved Document M – Access to and use of buildings - Volume 2: Buildings other than dwellings.
- provide the first "reasonable step" to prioritising and improving disabled access to the school and to the services it provides as indicated in current legislation.
- consider the current management and organisation of the building and the service it provides in order to achieve maximum accessibility for all users.
- inform the setting's Accessibility Plan and/or the objectives identified in the School Single Equality Scheme. It will also help to identify issues which may be included in future refurbishment, regular maintenance and budget planning for substantial capital costs.
- support bids and applications for consent for alterations, extensions and new builds in compliance with Parts M and K of the Building Regulations.
- assist application for Lottery, Government funding and other grants available to schools and other settings.

Dimensions used are generally taken from Part M (Access to and Use of Buildings) and Part K (Protection from falling, collision and impact) of The Building Regulations 2015 edition (incorporating 2020 amendments) and should be seen as minimum requirements.

The Built Environment

Buildings and the spaces separating or linking them have conventionally been designed, constructed and used in ways reflecting the size, strength and capabilities of an average fit and healthy person.

People who have been excluded or inconvenienced by the limitations of these norms have been considered to have "special needs". More recently however, designers have been spurred on, particularly by legislation relating primarily to new buildings, to provide for the safety and convenience of a much wider range of users, notably people with impairments.

The introduction of the Disability Discrimination Act in 1995, which was replaced by the Equality Act in 2010, means that it is no longer acceptable to discriminate unreasonably against disabled people by providing them with lower standards of service or lesser employment opportunities. Two main issues have therefore emerged for consideration and action – the location, design, construction and use of new facilities and the alteration and adaptation of existing premises. These considerations extend beyond the fabric of the buildings and their surroundings to the ways in which they are used.

The Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation into one overarching piece of legislation governing the need for all reasonable steps to be taken to adapt the workplace for disabled people and to ensure that as far as is reasonable, the service being provided is not run in a way which makes it unreasonably difficult or even impossible for a disabled person to use.

The first step towards meeting the requirements of the Act is for education providers to carry out a thorough evaluation of their premises. The way forward is to treat inadequacies in an access audit not as problems but as challenges and opportunities for positive change.

Introduction & General Site Information

- This access audit report and draft accessibility plan was developed following an audit carried out at St Bridget's Catholic Primary School and Nursery on Tuesday, 2nd May 2023, by Paul Wanless from Kym Allan Safeguarding, Health & Safety Consultants Ltd.
- Further upgrading and/or development work identified in this survey to improve accessibility may be subject to applicable listed building, planning, conservation and building control approval and should be designed in line with current Buildings Regulations and British Standards as appropriate.
- St Bridget's is a Catholic voluntary aided primary school with a nursery.
- The current school was constructed in 1996 as a predominantly single storey building and has been extended several times over recent years.
- External areas and outdoor space comprise of separate playground areas, fields and woodland areas. A mix of hard surfaced, safety surfaced and grassed areas to the front, side and back of the school site.
- Age range: 2 – 11yrs.
- Number of pupils: 204 (including nursery children).
- A significant number of pupils currently attending this school have been identified as having a physical or mental impairment which has an adverse effect on their ability to carry out normal day-to-day activities. The school currently has 39 children with special educational needs. The school website indicates that there are 31 children who have a diagnosis of Autism Spectrum Condition, with some of these children having an additional diagnosis of ADHD. There are currently no children with mobility problems, although one child has been diagnosed with cerebral palsy which may lead to mobility challenges in the future.
- All pupils participate fully in school life and are involved and participate in educational trips, visits to other schools, sports events and other curricular activities off school site.
- The school provides wraparound care; school-run Breakfast Club from 7am – 8.50am each school day and an after-school club from 3pm – 5pm during term time. The care is provided for pupils of St Bridget's Catholic Primary School and Nursery only.
- The number of staff employed directly by the school (full-time, part-time, teaching and non-teaching) is 18. Of these, there are currently no known individuals with a physical or mental impairment that would have a substantial and long-term negative effect on their ability to do normal daily activities.

- The public attend parent's evenings, school performances and other events organised by the school on the school premises and in the adjacent Catholic Church. The school site or building is not used for any other purpose and no formal lettings take place.
- The school is situated in the market town of Egremont. It is located in the middle of various housing estates, with one road entrance at the front of the school. Transport to site is either on foot or by public or private transport. The nearest bus stop is on Egremont Main Street approximately 0.2 miles (300m) away. The nearest train stop is approximately 6 miles away in Whitehaven.

Scope

The Access Audit and subsequent report was undertaken in line with the Equality Act 2010. It does not state specific EA performance criteria, nor does it give detailed specifications for the design of a management plan.

Audits tend to represent a 'snapshot' in time and are based on 'sampling techniques' so may not identify everything that is non-compliant. This audit report covers what was seen at the time and, where possible, reflect good practices and identified suggested improvement and priorities. Absence of comments should not however be taken to imply full compliance with legislation.

This audit report covers:

- Car parking and approach
- Routes and external level change including ramps and steps
- Entrance including reception
- Corridor and assembly area
- Vertical movement and internal level change including lifts, internal ramps, stairs and doors
- Access to and in spaces for staff, pupils and potential visitor's
- WC provision for all users
- Signs and information
- Means of escape

For further details and guidance refer to the following documents: The Equality Act 2010, BSI British Standard 8300:2018 – Design of buildings and their approaches to meet the needs of disabled people – Code of practice, Building Regulations Approved Document M (2015 edition) - Access to and use of buildings Volume 2, and Building Regulations Approved Document Part K (2013 edition) - Protection from falling, collision and impact.

The audit report includes findings and recommendations with suggested priorities/timescales.

Suggested priorities/timescales are as follows:

Priority	Suggested timescale	Action required
1	Within one month	Immediate action is recommended to put changes into effect
2	Within 6 months	Where action is recommended within the short term to alleviate an access problem
3	Within one year	Where action is recommended to improve access
4	As funds allow	As funds allow, if individual pupil/staff requirement or implemented as part of a long-term plan

Terms and Definitions

Access: approach, entry, horizontal and vertical movement or exit., including in cases of emergency.

Accessible route: any route that is used to approach a building or to move between buildings or within a building.

Accessible: capable of being independently accessed and used.

Blister pedestrian crossing surface: form of tactile paving whose surface has parallel rows of flat-topped blisters (domes) to warn people who are blind or partially sighted of the proximity of a carriageway at pedestrian crossing points and other access points to a carriageway. NOTE The paving is installed at the dropped kerbs of both controlled and uncontrolled crossings. The colour of the paving is red for controlled crossings (e.g. signal-controlled and zebra crossings) and generally buff at other crossings.

Controlled door closing device: a device that is capable of closing a door from any angle and against any latch fitted to the door.

Conventional passenger lift: lifting appliance with operating speeds greater than 0.15 m/s, for any travel distance, and intended for the transport of persons or persons and goods.

Corduroy hazard warning surface: form of tactile paving, the surface of which has raised ribs to warn people who are blind or partially sighted of a potential hazard ahead. NOTE The ribs, spaced at 50 mm centres, are installed at right angles to the direction of travel.

Desire line: shortest or most easily navigated pedestrian route.

Emergency exit device: exit device intended for use in situations where people are familiar with the emergency exit and its hardware, having prior knowledge of its operation, and therefore a panic situation is unlikely to develop.

Emergency voice communication system (EVC): system that allows voice communication in either direction between a central control point and a number of other points throughout a building or building complex, particularly in a fire emergency situation. See also Refuge.

Enclosed vertical lifting platform: vertical lifting appliance with enclosed liftway, a speed not greater than 0.15 m/s, a carrier which is not completely enclosed, and primarily intended to permit the access of persons with limited mobility.

Evacuation lift: conventional passenger lift used as part of the evacuation sequence for persons with disability and persons requiring assistance, which has appropriate structural, electrical and fire protection and is capable of being taken under control by a trained and authorized person.

Flight (Steps and ramps): a continuous series of steps or continuous ramp between two landings.

Going (Steps and ramps): horizontal distance between two consecutive nosings, measured along the walking line; horizontal distance between each end of a ramp.

Handrails (Steps and ramps): component of stairs, steps or ramps that provides guidance and support at hand level. NOTE A handrail might form the top rail of guarding (balustrading), be supported independently from guarding or be supported from a wall.

Illuminance: amount of light falling on a surface, measured in lumens per square metre (lm/m²) or lux (lx)

Impairment: This is the result of a person's condition. For example, a person with arthritis in the hand could be said to have impaired manual dexterity.

Inclusive design: approach to the design of the environment, including buildings and their surrounding spaces, and managed and natural landscapes, to ensure that they can be accessed and used by everyone.

Landing (Steps and ramps): level platform or part of a floor at the end of a flight of steps or a ramp flight or slope.

Level (Steps and ramps): gradient not steeper than 1:60.

Light reflectance value (LRV): total quantity of visible light reflected by a surface at all wavelengths and directions when illuminated by a light source. NOTE Surfaces that differ sufficiently in LRV can be distinguished from one another by people who are blind or partially sighted. The LRV scale runs from 0,

which is a perfectly absorbing surface that could be assumed to be totally black, up to 100, which is a perfectly reflective surface that could be considered to be perfect white. Because of practical influences in any application, black is always greater than 0 and white never equals 100.

Manifestation: permanent markings or features within areas of full-height transparent glazing, glazed walls or screens, fully glazed doors or glass doors, which help to prevent collisions by making the glazing more visible to building users.

Non-enclosed vertical lifting platform: vertical lifting appliance having non-enclosed or partially enclosed liftways, a carrier which is not completely enclosed, a speed not greater than 0.15 m/s, and intended for use by persons with limited mobility.

Nosing (Steps): front edge where the riser and tread of a step meet or landing and riser.

PEEP: Personal Emergency Evacuation Plan, is a documented plan of how a disabled person is going to safely evacuate a building in the event of an emergency and the assistance that they will require. It will describe the route and method of evacuation. Especially when a person would usually use a lift to move between floors and these are not available during evacuation and when evacuation routes through a building are different to those regularly used. PEEPS should be developed for disabled staff, regular disabled visitors to the building and disabled visitors who are not known.

Ramp: one or more inclined surfaces with a gradient no shallower than 1:20 and no steeper than 1:12.

Refuge: area that is both separated from a fire/smoke by a fire-resisting construction and provided with a safe route to a storey exit. This is a place of temporary safety. See also Emergency voice communication system.

Rise (Stairs): Vertical distance between the horizontal upper surfaces of two consecutive treads or between a tread and a floor or a tread and a landing. The distance between the level surfaces a foot is placed upon.

Single sex WCs: WCs that are designated for male or female use only.

Slope: inclined surface with a gradient steeper than 1:60 but no steeper than 1:20.

Stair width: The distance between walls, balustrade or upstands whichever is closer to the useable surface of the stair.

Tonal contrast: perception of a difference visually between one surface or element of a building and another by reference to their light reflectance values (LRV).

Tread: Horizontal part of a step. The area the foot is placed upon.

Unisex (WCs): designed for all with or without assistance.

Way-finding: means of ensuring that someone can find their way, avoid obstacles, and know when they have reached their destination.

DRAFT ACCESSIBILITY PLAN



School/Building:	St Bridget's Catholic Primary School and Nursery		
Address:	St Bridget's Lane, Egremont, Cumbria CA22 2BD		
Auditor:	Paul Wanless, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	Date of Survey:	2 nd May 2023

TIMESCALE:

1. Within one month – immediate action is recommended to put changes into effect.	2. Within 6 months – where action is recommended within the short term to alleviate an access problem.	3. Within one year – where action is recommended to improve access.	4. As funds allow, if individual pupil/staff requirement or implemented as part of a long-term plan.
---	--	---	--

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
Checklist A - CAR PARKING AND APPROACH					
	Parking	<p>There is a staff car park to the left of the main school entrance gates and off the public highway with space for 5-6 vehicles. There is limited roadside parking available on the public highway near to the school site.</p> <p>There is no parking space reserved for people with reduced mobility on the school site. At least one space should be provided as near to the school building entrance as possible, clearly marked out, sign posted, suitably spaced, and surfaced and only used by people who have a blue badge.</p> <p>If a parking space for reduced mobility cannot be accommodated on school site/land investigate on street parking bay. A designated setting down/picking up point suitable for disabled could be provided outside the main site entrance clearly marked out and sign posted. Dropped kerbs, road crossing facilities and location of space in relation to the main building entrance should be considered. Contact Local Authority Highways Department to discuss implications and funding.</p> <p>After parking a vehicle, a disabled person needs to be made aware of the accessible route, with clear sign posting, away from the parking space to the accessible entrance to the building. The route should also be suitably surfaced, free from or have dropped</p>	<p>N/A</p> <p>3</p> <p>4</p> <p>3</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		kerbs and minimum width of 1.5m. If possible, the route should be quite separate from any vehicle route.			
	Approach and routes to main building entrance	<p>The roadside pedestrian route to the main building entrance from road-side parking has a maximum width of 1500mm, reduced to 1200mm part way along by a telegraph pole. Although current guidance recommends a minimum width of 1800mm, it may be difficult to achieve this without impacting upon the school boundary wall or encroaching into the public highway.</p> <p>The main entrance to the school building is within convenient distance of a public highway, free of kerbs and level except for the final approach which is via a ramp with a gradient of 1:14.</p>	<p>Note</p> <p>N/A</p>		
	External lighting & signage to entrance	<p>There is some external lighting along main external routes from the site entrance and from the staff parking spaces. Ensure minimum illuminance of 100 lux during the hours of darkness along these routes. Consider design and positioning to avoid reflection, glare, shadows and silhouette.</p> <p>The route to the building entrance has no clear signposting. Future improvements to school signage could include directional arrows for school reception at site entrance and on route to building entrance. See Checklist C – Signs below for further guidance.</p> <p>Signs should be designed using recommended size (depending on reading distance), colour contrast (light text on dark background) and sans-serif font. Ensure the locations of the signs are at a height that allows readability for all. Further guidance on signage can be found in BS8300-2:2018, 12.3.1.</p>	<p>3</p> <p>4</p> <p>To Note</p>		
	Surfaces of approach	<p>The site surface in the car park has some potholes and loose gravel and should be repaired.</p> <p>The surface of approach to the main entrance into the school is in good order and free from potholes and loose gravel.</p>	<p>3</p> <p>N/A</p>		
	Street and grounds furniture/ ironmongery	<p>The main routes to building entrance are clear from projecting hazards.</p> <p>The gate to the main site entrances/pedestrian entrance would be difficult to open by an independent wheelchair user and/or person with limited mobility/dexterity. When replacing gates consider revising ironmongery for ease of use by all.</p>	<p>N/A</p> <p>3</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>entrance door. Ensure signed and colour contrasted (matt) with background to highlight this facility clearly.</p> <p>The clear effective width of a single leaf of the current main entrance doors is 760mm. When replacing main entrance door in the future, redesign to provide automatic door if possible, with clear width opening of up to 1000mm and threshold of no more than 15mm.</p> <p>Outside weather protection/canopy to provide shelter should be provided if an automatic door is not currently provided.</p> <p>The clear effective width of a single leaf of the current main entrance internal lobby doors is 730mm. Current guidance recommends a CEW of 1000mm. Redesign and replace as part of works to replace main entrance doors.</p> <p>The main entrance internal lobby doors have an electronic locking mechanism controlled by a wall mounted switch (to prevent pupils from egressing the building without supervision) at a height of 1875mm. The current switch location and design would not be accessible to wheelchair users or those with visual impairment. Redesign locking mechanism as part of project to replace doors.</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p>		
	Reception areas incl. desks, seating and lighting	<p>A portable induction loop should be purchased for the use of hearing-impaired visitors and display the sign to indicate the facility is available.</p> <p>Future developments ensure reception desk/point is suitable for approach and use by standing and seated position. 1200mm deep and 1800mm wide when there is a knee recess of at least 500mm deep. When there is no recess the desk/point should be 1400mm deep and 2200mm wide.</p> <p>The electronic sign-in system was not functioning at the time of the audit.</p> <p>The electronic call point system within the entrance lobby was not functioning at the time of the audit.</p> <p>For sign in systems including manual / electronic, see Checklist L for recommendations.</p>	<p>2</p> <p>4</p> <p>To Note</p> <p>To Note</p> <p>See Checklist L</p> <p>4</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		A mix of seating, with and without arms, should be provided for ease of use by visitors in the reception area.			
	Signs	<p>Improve visual information and directional signs (supported by tactile information such as an accessible map) for people progressing to other parts of the building and include wayfinding information including location of accessible toilet facilities. Consider type size (depending on reading distance), colour contrast (light text on dark background) and sans-serif font. Further guidance is available in the Government document ‘Wayfinding’ – effective wayfinding and signing systems’.</p> <p>The information and signs should be at a height that allows readability for all users.</p>	<p>2</p> <p>2</p>		

Checklist D – CORRIDORS, STAIRWELLS AND ASSEMBLY AREAS

	Lateral circulation, width of corridors	Some of the central circulation and corridor spaces would not be suitable for wheelchair users to manoeuvre and someone to stand aside. A minimum clear width of 2400mm is preferable along all corridors.	To Note		
	Obstructions and projections in corridors	Ensure furniture, boot stands and surplus equipment is not left in corridors or assembly points.	1		
	Internal directional signs	Provide directional signs (supported by tactile information such as an accessible map) for people progressing to other parts of the building; include wayfinding information to include location of accessible toilet facilities.	2		
	Lighting, floor surfaces and tonal contrasts of surfaces	<p>Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level. Consider location of lighting and fittings to avoid increasing reflection, glare, shadows and silhouette.</p> <p>Floors, walls, doors and ceilings should be colour contrasted (matt), acoustic absorbency materials and texture of all surfaces should be considered during routine maintenance or refurbishment/capital programme.</p> <p>Remove loose mats that buckle and curl.</p>	<p>4</p> <p>4</p> <p>1</p>		

Checklist E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (LIFTS)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Passenger lifts (fully enclosed)	None installed.	N/A		
	Platform lift (partially enclosed)	None installed.	N/A		
	Wheelchair lift (fold away)	None installed.	N/A		
	Chair lift (transfer)	None installed.	N/A		
Checklist F - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL RAMP)					
	Internal ramps	None installed.	N/A		
Checklist G - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL STAIRS)					
	Internal stairs	<p>The building is single storey with level access throughout. There is a single step down when moving from the central hall to the kitchen. Colour contrasted (matt) step edge nosings are provided to define the edge of the step, which is on a designated fire escape route.</p> <p>There is stainless steel cabinetry to either side of the step with an unsecured hinged upstand which can swing freely across the face of the step. This represents a hazard to all users. A means of securing the hinged upstand when not in the open position should be installed.</p>	<p>To Note</p> <p>1</p>		
	Provision of handrails and landings	There is no requirement for handrails within the building.	N/A		
Checklist H - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL DOORS)					
	Internal doors	<p>The majority of internal doors to classrooms and communal areas provided a clear effective width (CEW) of >750mm and incorporate vision panels and easy grip 'D' type door handles. The door handles were all of a polished metal (highly reflective) finish. Some internal doors, including some toilet entrance doors, provided a CEW <700mm.</p> <p>All internal doors should be reviewed in the future and a programme introduced, if structurally allowed, to improve the following:</p>	<p>To Note</p> <p>4</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<ul style="list-style-type: none"> Minimum clear width of door leaf of at least 800mm (measured excluding fingerguards). Door opening furniture should contrast visually with the surface of the door which it operates, achieving a difference of at least 15 points in in Light Reflective Value (LRV). Choice of finish should be matt where possible. Door locking systems should be usable by people with reduced manual dexterity. All internal doors should be identifiable and contrast visually with the surrounding architrave, wall and floor finishes, achieving a difference of at least 30 points LRV. The surface of the leading edge of any door that is not self-closing, or is likely to be held open, should contrast visually with its surroundings, achieving a difference of at least 30 points in LRV. A vision panel (minimum zone of visibility between 500mm and 1500mm) to door between meeting room 3 and Year 6 classroom. A vision panel (minimum zone of visibility between 500mm and 1500mm) to staff room door. <p>Priority review to be given to pupil WC door next to Year 2 classroom, female and male WC doors outside Year 5 classroom.</p> <p>Remove posters and freezes from doors that obstruct vision panels.</p>	<p>3</p> <p>1</p>		
Checklist I - SPACES FOR STAFF, PUPILS AND OTHERS					
	Access to and in classrooms	<p>Future development of individual classrooms should include the following considerations:</p> <ul style="list-style-type: none"> All wet areas/classroom sinks to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces. Tables and chairs to have soft edges and include rubber soled feet. High frequency controllable lighting. Colour contrast (matt) between walls, furniture, seating and flooring. 	<p>4</p> <p>1</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>Where blinds are fitted to reduce glare, ensure cord length is no lower than 1.5m above the ground and fitted with a cord breakaway device.</p> <p>Adaptations required for specific SEND pupils will need to be assessed on an individual basis.</p>	To Note		
	Access to and in staff room	<p>Future development of staff room should include the following:</p> <ul style="list-style-type: none"> • Kitchen/sink area to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces. • A mix of seating, with and without arms. • High frequency controllable lighting. • Carpet/soft vinyl flooring. • Colour contrast (matt) between walls, furniture, seating, walls and flooring. <p>Adaptations required for individual members of staff who have a disability will need to be assessed on an individual basis.</p>	<p>4</p> <p>To Note</p>		
	Access to and in dining areas/ assembly hall/entertainment spaces	<p>Improve artificial lighting (to maintained illuminance of 350 lux level).</p> <p>An induction loop / hearing enhancement system could be installed in the assembly hall to improve the audio for those with hearing problems.</p> <p>If the school governors lease out the school premises to be used by other parties in the future they will need to consider the implications of the Equality Act 2010 and ensure that a disabled person is not treated less favourably than a non-disabled person when gaining access to the site, building or using the school facilities.</p> <p>If the school governors use other premises for school use (e.g. church), they will need to consider the implications of the Equality Act 2010 and ensure that a disabled person is not treated less favourably than a non-disabled person when gaining access to the site, building or using these facilities.</p>	<p>4</p> <p>4</p> <p>To Note</p> <p>To Note</p>		
	Accessibility of control systems - dining areas/ assembly hall/entertainment spaces	Clearly identify accessible switches, handles, emergency 'break-glass', door exit and other controls by colour contrast when upgrading decoration. Lower height of controls to at least 750mm and not more than 1200mm above ground level.	4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Seating and furniture - dining areas/ assembly hall/entertainment spaces	Ensure that tables and chairs have rubber soles and furniture, seating and flooring is colour contrasted in future programmes. Space out seating and provide clear spaces for individuals with limited mobility or wheelchairs in audience seating.	4 4		
	Changing/bathroom facilities	There is no changing/shower/bathroom facility on site. Consider providing unisex wheelchair-accessible changing and shower facility in future developments.	N/A 4		
Checklist J - WC PROVISION – ALL TOILET AREAS					
	Staff & Visitor's (male & female) WC	<p>The unisex staff / visitor WC near main reception has been fitted out as a disabled WC but does not fully comply with current guidance for an accessible WC - see Checklist K for recommendations.</p> <p>There is a separate single WC next door to the 'disabled' WC which, because of its dimensions, is not suitable for use by wheelchair users or ambulant disabled people.</p> <p>Future development of the single WC would benefit from:</p> <ul style="list-style-type: none"> • Improved signage. • Colour contrasted (matt) walls, doors, fittings, ironmongery and surfaces. • Door handles, locks, flush and light switches easy grip/operated. 	<p>See Checklist K</p> <p>To Note</p> <p>4</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Pupil toilets	<p>Currently there are no adapted toilet facilities suitable for use by disabled pupils- see Checklist K for recommendations.</p> <p>Pupil toilet provision outside Year 2 Classroom, Year 5 Classroom and Reception Classroom could be accessible to wheelchair users and / or ambulant disabled users with considered redesign.</p> <p>Future development of pupil toilet provision would also benefit from:</p> <ul style="list-style-type: none"> • Improved wayfinding signage. • Colour contrasted (matt) walls, doors, fittings, ironmongery and surfaces. • Door handles, flush and light switches easy grip/operated. • Handwashing and drying facilities easily reached. • Lever type or infra-red taps for use by people with limited dexterity. 	<p>See Checklist K</p> <p>To Note</p> <p>4</p>		
Checklist K - WC PROVISION – WHEELCHAIR ACCESSIBLE – STANDARD LAYOUT					
	Wheelchair accessible	<p>The unisex staff / visitor WC near main reception is currently the only wheelchair accessible provision on site. It does not comply with current guidance for an accessible WC and is not currently signposted or designated as being wheelchair accessible.</p> <p>Future development of unisex staff / visitor WC near main reception would benefit from:</p> <ul style="list-style-type: none"> • Improved signage. • Emergency call system pull cord with pull bangles at 100 and 800-1000mm above floor. Set out clear procedures to ensure someone is trained and designated to respond to an emergency call in WC. • Colour contrasted (matt) finish walls, doors, fittings, ironmongery and surfaces, • Door handles, locks (with ability to be operated from outside in emergency), flush and light switches easy grip/operated, • Handwashing and drying facilities within easy reach of someone seated on WC, between 800-1000mm above the floor. • Lever type or infra-red tap on side of sink closest to WC for use by people with limited dexterity. 	<p>N/A</p> <p>3</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<ul style="list-style-type: none"> Mirror which starts at 600mm above floor and extends upwards for at least 1000mm. Grab bar to back of the door. Coat hooks to back of door at two different heights. <p>Future developments should include wheelchair accessible WC facilities in other areas of the school to include pupil WC provision.</p> <p>If space allows consider changing and shower facility provision. This may be achievable by combining both WCs near main reception area into a combined accessible WC and shower.</p>	<p>3</p> <p>4</p>		
Checklist L – INFORMATION, SITE MANAGEMENT AND COMPLIANCE					
	Information materials and systems for pupils, parents and others	<p>Notice boards, information displays, and sign-in, site access and visitor management system (manual/electronic) should be within reach of both ambulant and wheelchair users and format considered with visual impairments in mind.</p> <p>Consider providing all published information in alternative formats/software and advertise the availability in all publications and on school website. Copies of the displayed information should also be available to download from the school website. Further guidance available from The UK Association for Accessible Formats.</p> <p>The design, layout and colour contrast of school website should be reviewed for users with vision impairments – use light text on dark background, sans-serif font and 14-point text size (if space allows). DfE guidance also suggests that information should be ‘readily accessible’ on a webpage without the need to download or open a separate document.</p> <p>When reviewing information on your school website consider providing the following.</p> <ul style="list-style-type: none"> Details of any designated on and off-street accessible parking, drop off points and your arrangements for advanced telephone notification for additional assistance. Accessibility of school site entrances, site routes and access to building(s). Accessible toilet provision. 	<p>3</p> <p>2</p> <p>2</p> <p>2</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>The School Information Regulations 2012 determines the statutory information which must be provided on a school website. Review the website, following the devolution of Cumbria County Council, to ensure that the following information (and any links there-in) are current:</p> <ul style="list-style-type: none"> • Special educational needs and disability (SEND) information report including the local authority's link and/or where the local offer is published. • Accessibility plan – prepared by the Governing Body in compliance with paragraph 3 of schedule 10 of the Equality Act 2010. 	2		
	Site management – external / internal	<p>Check the following on a regular basis;</p> <ul style="list-style-type: none"> • External walking and traffic routes to ensure surfaces are maintained and free from obstructions and projecting hazards (e.g., flower planters, litter bins, rubbish, leaves, winter ice/snow). • Internal walking and circulation routes, dining areas/assembly hall/entertainment spaces, lifts and toilet areas regularly to ensure surfaces are maintained and free from obstructions and projecting hazards (e.g., delivered items, equipment and surplus furniture). • Door closers force and timing mechanisms. The door should not close faster than five seconds. 	1		
	Compliance – servicing and maintenance	<p>Adhere to statutory recommended checking, servicing and maintenance of installed systems including heating, lighting (including emergency fittings), emergency warning, fire alarm, lifts and hearing 'loop' systems (if applicable).</p> <p>External/internal lighting - ensure missing bulbs and/or fluorescent tubes are replaced as soon as possible as part of ongoing maintenance programme.</p>	1 1		
Checklist M - MEANS OF ESCAPE					
	Emergency evacuation procedures for disabled people – PEEP/GEPP	Develop Personal Emergency Evacuation Plan (PEEP) for those needing assistance (inc. regular visitors), which outlines how and by whom they will be evacuated.	3 4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>When disabled non-regular visitors attend the school, a 'buddy' system must be set up whereby named persons are responsible for ensuring these persons are assisted to evacuate the building and a General Emergency Evacuation Plan (GEEP) developed for and with that person.</p> <p>Ensure that staff, pupils and visitors are trained (or aware of as appropriate) in the evacuation procedures when the school premises are used during/outside normal school hours and have considered individuals needing assistance and if applicable safe refuge areas identified.</p> <p>A sign/notice should be displayed at entrance/reception to ask visitors to inform staff if they require emergency evacuation assistance.</p>	<p>1</p> <p>1</p>		
	Exit doors, steps, ramps and escape routes	<p>Review all other exit routes from school building and include improvements in future maintenance programme as follows:</p> <ul style="list-style-type: none"> • Minimum single leaf door width opening of 850mm (BS9999:2017 - Fire safety in the design, management and use of buildings). BS8300-2:2018 recommends minimum single leaf door width opening of 1000mm for external doors (measured excluding fitted finger guards). • Clear vision panel (minimum zone of visibility between 500mm and 1500mm). • Door furniture should be operable with one hand. • Door thresholds and any small steps should be redesigned to either remove or reduce them. • Steps that cannot be redesigned should be replaced with a permanent ramp or designated emergency use only and step edge nosings marked/re-marked to clearly define. • Colour contrasted (matt) handrail to be provided if more than two steps. • Colour contrast (matt) between door, architrave, door furniture/door release bar. • Ensure the height of the door access/exit controls are between 750mm and 1200mm above ground level. • Ramps should have a gradient of no more than 1:12 and have colour contrasted (matt) edge protection and colour contrasted (matt) handrail to at least one side. 	4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		Priority review of roller blinds which have been fitted over final exit doors on emergency escape routes. Although it is possible to fit blinds onto emergency exit doors, the blinds should be integral (i.e. fitted in such a way as to not impair the function of the door and/or block the exit route). The roller blinds which have been fitted to many of the final exit doors do not comply with this requirement and are therefore likely to impeded escape when in the down position in the event of an emergency.	1		
	Emergency warning/lighting system	The fire warning and detection does not warn deaf and/or hard of hearing people in the event of a fire. Consider improving this system to include visual alarm devices and/or providing personal vibrating alarm or alternative for use by people with disabilities.	4		
Checklist N – OTHER					
	External areas inc. outside areas, recreation, play, routes and approaches	<p>External seating, furniture, benches, fencing and gates at various locations around school site could be colour contrast visually with the background and any ironmongery reviewed for ease of use by those with limited dexterity.</p> <p>External steps and/or ramps to all play areas and levels would benefit from visual and tactile warning to top and bottom of steps, installation of handrails and where installed should be colour contrasted (matt) against background and step edge nosings marked/re-marked to clearly define the edges of each step.</p> <p>Changes in levels/surface joins/edge protection between paths, play areas and grassed areas should be smooth and free from protrusions.</p> <p>When refurbishing/replacing current outdoor play facilities consider accessible playground equipment (e.g. large ramps, sensory play panels and slides), surfaces and colour contrast (matt) to allow future access for all users.</p>	<p>3</p> <p>3</p> <p>3</p> <p>4</p>		
	Future planning and design	Ensure that during your capital and/or maintenance planning and design process that wheelchair users, individuals with limited walking abilities, partially sighted, sightless and hearing impairments are considered. By including these adaptations in the design at an early stage the cost will be neutral and will future	4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>proof your facilities for all users in years to come. Refer to the following Government guidance for advice and reference:</p> <ul style="list-style-type: none"> • GOV.UK Area guidelines and net capacity for schools • GOV.UK – Standards for school premises guidance 			
	General training and awareness	<p>Include equality and diversity awareness training for governors, staff and pupils.</p> <p>Include equality and diversity awareness training in your staff induction process.</p> <p>The following online e-learning could be explored for suitability and content.</p> <ul style="list-style-type: none"> • Virtual College, Equality, Diversity and Inclusion in the Workplace. • Cumbria SCP online e-learning - Equality and Inclusion in Health, Social Care or Children's and Young People's Settings. 	<p>2</p> <p>2</p> <p>To Note</p>		
	Specific training and awareness	<p>Ensure Special Educational Needs Coordinators (SENCO) receives regular, relevant and updated training to keep abreast of current legislation and operational requirements and involved in developing future strategies for inclusive access and education for all disabilities. Training should then be disseminated to governors, staff and pupils as appropriate.</p> <p>Advice and guidance to support the needs of disabled pupils already in school should be relayed to all staff as necessary.</p>	<p>2</p> <p>1</p>		
	Accessibility plan consultation	Consult to obtain views, advice and ideas from pupils, whole school staff, parents/carers, voluntary groups, local Access Group and wider community to develop and improve your accessibility plan and quality of communication in line with the returns and comments.	2		
	School accessibility and physical environment	<p>SEND guidance advises that pupils with mobility aid(s) and special needs assistant may need the same space used by two non-disabled pupils. A pupil using a wheelchair and mobility aid(s) may need the space used by three non-disabled pupils. Additional storage space requirements will also need to be considered in forward planning for pupil attendance.</p> <p>Neurodiverse pupils can benefit from the provision of quiet spaces and / or sensory areas within the school. Consider the</p>	<p>To Note</p> <p>4</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		provision of such facilities when developing future strategies for inclusive access.			