


ACCESSIBILITY PLAN				
School/Building :	St Bridget's C of E Primary School			
Address:	52 Main Street, Parton, Whitehaven CA28 6NY			
Auditor:	Paul Wanless, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	Date of Survey:	11/01/2024	
Reviewed governors and head teacher				

TIMESCALE:				
Priority M - This requires immediate action - even if there is no issue at present, a policy/procedure should be developed ahead of the issue arising. This item centres on management of the building or policy.	Priority 1 - Action recommended immediately. This item causes a major barrier to access or may be a health and safety issue and should be given immediate consideration or action. For example, entry to a building may be difficult so the recommendation to overcome this should be acted on immediately.	Priority 2 - As soon as practicably possible for the recommendation. This item causes a less significant barrier to access. For example, modification may be needed to an existing feature, e.g., signage.	Priority 3 - In relation to the recommendation this could be as routine works or when next decorating / refurbishing. This is a feature that presents a barrier to access, but it is felt reasonable for improvements to be carried out as part of general day-today maintenance.	Priority P - These are works that can be regarded as a project. They generally require a plan to be developed and will take longer than previous recommendations to carry out.

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
3.3.1	Car Parking	If a disabled parking space cannot be accommodated on school site/land, investigate on street parking bay. Alternatively, a designated setting down/picking up point suitable for disabled	1			

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		visitors could be provided outside the main site entrance, clearly marked out and sign posted. Contact the Local Authority Highways Department to discuss implications and funding. Further guidance on design of designated disabled parking bays can be found in sections 1.14 – 1.18 of Approved Document M: access to and use of buildings, volume 2: buildings other than dwellings and section 6 of BS 8300-1:2018. Note: Disabled parking provision should be managed effectively to prevent abuse of the facility.				
3.9.1(i)	Site Management & Compliance	Ensure that ALL external and internal walking and traffic routes are checked regularly to ensure surfaces are maintained and free from obstructions and projecting hazards (e.g. flower planters, litter bins, rubbish, leaves, winter ice/snow, delivered items, equipment and surplus furniture).	1			
3.9.1(ii)	Site Management & Compliance	Ensure there is recorded evidence of adherence to statutory recommended checking, servicing and maintenance of installed systems including heating, lighting (including emergency fittings), emergency warning, fire alarm and hearing 'loop' systems (if applicable).	1			
3.10.4	Means of Escape	Ensure emergency escape routes are maintained in good condition and steps, where present, are clearly defined.	1			
3.10.5	Means of Escape	The school should confirm that sufficient signage & lighting is provided to be able to identify emergency exits, including during the hours of darkness.	1			
3.11.3	Provision of Information	Ensure that the school's Accessibility Plan is correctly listed within the policies section of the school website.	1			
3.12.1	Training, Awareness & Consultation	Ensure that equality and diversity awareness training is provided to all staff, governors and pupils as part of the school induction process and refreshed periodically as necessary.	1			

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		<p>The following online e-learning could be explored for suitability and content.</p> <ul style="list-style-type: none"> • Free Courses England - Equality & Diversity • 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. 				
3.2.3	External Access Routes	Check pedestrian approach route lighting during the hours of darkness and improve if necessary.	2			
3.2.4	External Access Routes	<p>Address the issue of wayfinding signage to direct disabled users to the main school entrance and any onward disabled parking facilities if they are provided.</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>	2			
3.2.5	External Access Routes	The call point system at the main school entrance gate should be relocated to a height of between 900mm and 1000mm above finished floor level. The call point system control panel should contrast visually with the background against which it is seen.	2			
3.4.2	Entrances & Reception Areas	<p>Future improvements to external steps and internal staircases across the school site should include the following considerations:</p> <ul style="list-style-type: none"> • Signs for wayfinding information at each floor level/flight, • Approach to stairs identified by colour contrasted (matt) textured/tactile floor surface, • Appropriate colour contrasted (matt) handrail on each side which extends for 300mm in the horizontal plane beyond the start and finish of the last stair nosing at both top and bottom. 	2			

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		<ul style="list-style-type: none"> • Provide additional handrails to divide the flight into channels not less than 1m wide and not more than 1.8m wide where the overall unobstructed width is more than 1.8m. • Natural and/or artificial lighting should achieve illuminance of at least 100 lux at floor level), • Provide colour contrasted (matt) step edge nosings to define the edges of each step. 				
3.4.3	Entrances & Reception Areas	The low level planters on the approach to the steps leading to the main school entrance should be painted to colour contrast with surrounding features to aid identification by visually impaired people.	2			
3.4.6	Entrances & Reception Areas	Ensure good tonal contrast between doors, door frames and external surrounding walls to assist visually impaired visitors.	2			
3.4.7	Entrances & Reception Areas	A portable induction loop should be purchased for the use of hearing-impaired visitors and display the sign at reception point to indicate the facility is available.	2			
3.4.8	Entrances & Reception Areas	<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. The information and signs should be at a height that allows readability for all users.</p>	2			
3.4.12	Entrances & Reception Areas	Provide clear wayfinding signage at the main school entrance gate to direct users to the Year 1/2 and Year 5/6 entrance areas at the rear of the school.	2			

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3.8.2(i)	External Spaces	External seating, furniture, benches, fencing and gates at various locations around school site should colour contrast visually with the background and any ironmongery reviewed for ease of use by those with limited dexterity.	2			
3.10.2	Means of Escape	If necessary, consider improving the fire alarm system to include visual alarm devices and/or providing personal vibrating alarm or alternative for use by people with disabilities.	2			
3.11.1	Provision of Information	Review existing provision of on-site visitor information and sign-in systems to ensure that the needs of wheelchair users and the visually impaired are considered. 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 is available from The UK Association for Accessible Formats .	2			
3.11.2(i)	Provision of Information	Liaise with the school's IT provider to ensure that the school's website meets accessibility standards in relation to the content people need in order to use their services.	2			
3.11.2(ii)	Provision of Information	When reviewing information provided on the school website consider the following: <ul style="list-style-type: none"> • A map (Google) showing location, directions and travel modes. • 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 buildings. • Accessible toilet provision. 	2			
3.4.5	Entrances & Reception Areas	Increase the ECW of the main entrance door to 1000mm with a level threshold when the opportunity arises. Consider installation	3			

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		of an automatic door. If an automatic door is not installed, then weather protection should be provided at the main entrance.				
3.4.7	Entrances & Reception Areas	Future developments should ensure the reception desk/point is suitable for approach and use by standing and seated position. Further guidance on counter and reception desk dimensions for visitors/customers can be found in BS8300-2:2018, 16.3. Seating should be provided for ambulant mobility impaired visitors who find it difficult to stand for long periods.	3			
3.4.9	Entrances & Reception Areas	<p>If the small step at the entrance door to the EYFS classroom area cannot be overcome/removed, consider installing a permanent ramp at this location. Ramps should comply with the following requirements:</p> <ul style="list-style-type: none"> • The surface gradient of the ramp should be no greater than 1:12 (4.7°). • Edge protection comprising a continuous upstand at least 100mm high at any open edge, or a continuous bottom rail at a height of 100mm above the ramp surface. Upstand or rail to contrast visually with the surface of the ramp. • A handrail should be provided on each side of the ramp throughout its length. The top surface of the handrail should be between 900 mm and 1000 mm from the surface of the ramp and between 900 mm and 1100 mm from the landing. • Handrail surface to contrast (tactile) visually with the surroundings against which it is seen. • Lighting to be maintained at a minimum of 100 lux at surface level on the ramp. 	3			
3.5.3	Accessing Internal Spaces	<p>Recommendation (Priority 2): All internal doors should be reviewed in the future and a programme introduced, if structurally allowed, to improve the following:</p> <ul style="list-style-type: none"> • Minimum ECW of at least 800mm (measured excluding fingerguards). 	3			

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		<ul style="list-style-type: none"> • It should be possible to operate all door opening furniture one handed, without the need to grasp or twist. • 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. • Doors should incorporate vision panels with a minimum zone of visibility between 500mm and 1500mm. 				
3.5.4	Accessing Internal Spaces	<p>Future development of individual classrooms should include the following considerations:</p> <ul style="list-style-type: none"> • 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. • Blinds to reduce glare where not already present (and ensure cord length is no lower than 1.5m above the ground and fitted with a cord breakaway device). • Colour contrast (matt) between walls, furniture, seating and flooring. <p>Adaptations required for specific SEND pupils will need to be assessed on an individual basis.</p>	3			

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3.5.6	Accessing Internal Spaces	<p>Ensure that handrail provision across the school complies with the following requirements:</p> <ul style="list-style-type: none"> • Easy and comfortable to grip with no sharp edges, but able to provide adequate resistance to hand slippage. Suitable profiles include circular or oval. A flatter horizontal profile gives better forearm support. • Continuously graspable along its entire length without obstruction; • Finished so as to provide visual contrast with the surroundings against which it is seen; • Terminated to include a minimum 300 mm long section in the horizontal plane beyond the start and finish of the ramp or the last nosing of a stair, at both top and bottom; • Terminated in a way that reduces the risk of clothing being caught; • Strong enough to support users and fixed to the structure in a way that supports the required loading. 	3			
3.5.7	Accessing Internal Spaces	<p>Future development of staff room should include the following considerations:</p> <ul style="list-style-type: none"> • Kitchen/sink area to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces. • Room layout to achieve good accessibility for ambulant mobility impaired and visually impaired users. • A mix of seating, with and without arms. • High frequency controllable lighting. • Colour contrast (matt) between walls, furniture, seating, and flooring. 	3			
3.7.4	WC Provision	<p>Future development of pupil WC provision across the school should consider the following general requirements:</p> <ul style="list-style-type: none"> • Improved wayfinding signage. 	3			

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		<ul style="list-style-type: none"> • Colour contrasted (matt) toilet seats and taps to assist visually impaired users. • Door handles, locks (with ability to be operated from outside in emergency), flush and light switches easy grip/operated. • Lever type or infra-red taps for use by people with limited dexterity. • Adaptation of existing wider cubicles to provide for ambulant mobility impaired users (see BS 8300-2:2018 section 18.5.3.3, figure 46). • Adaptation of existing urinals (if they are to remain) to make them accessible to pupils with ambulant mobility impairments (see BS 8300-2:2018 section 18.5.4, figure 47). 				
3.8.2(ii)	External Spaces	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.	3			
3.12.2	Training, Awareness & Consultation	Consider seeking views from a wide variety of stakeholders (e.g. school staff, parents/carers, voluntary groups, local Access Group and wider community) to develop and improve the school's accessibility plan.	3			
3.13.1	Future Planning & Design	<p>Ensure that a pan disability approach is taken during your capital and/or maintenance planning and design process (i.e. ensure wheelchair users, individuals with limited walking abilities and other physical disabilities, partially sighted, sightless, hearing impairments and neurodiversity are considered).</p> <p>By including these adaptations in the design at an early stage the cost will be neutral and will future 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 	3			

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		<ul style="list-style-type: none"> GOV.UK – Standards for school premises guidance 				
3.13.3	Future Planning & Design	If not already provided, consider the provision of quiet spaces /or sensory areas when developing future strategies for inclusive access.	3			
3.4.4	Entrances & Reception Areas	If a fully accessible entrance to the school becomes necessary, consider the existing (unused) entrance doors to the EYFS classroom area as a suitable location.	P			
3.6.2	Internal Level Changes	If accessibility to the first floor is required for mobility impaired users, seek specialist survey and advice from a qualified lift engineer regarding possible stairlift provision.	P			
3.7.1	WC Provision – Staff & Visitors	Consider re-design of the space available, possibly using the understairs cupboard area for coat storage etc, to provide a unisex WC facility suitable for ambulant mobility / visually impaired users. Further guidance relating to design of accessible WCs can be found in BS 8300-2:2018 (see section 18.5.1, figure 49).	P			
3.7.3	WC Provision - Pupils	Consider re-design of the whole Year 1/2 cloaks area on the ground floor to provide accessible WC provision in addition to unisex cubicles, if funding becomes available.	P			