



## St Kentigern's Catholic Primary School Access Checklist.

Check	Yes/No
<p><b>Getting into school</b></p> <p><b>Location</b></p> <ul style="list-style-type: none"> <li>- Is the school accessible by public transport?</li> <li>- Is the school accessible by taxi, right to the door?</li> </ul> <p><b>Approach to the building</b></p> <ul style="list-style-type: none"> <li>- Is there wheelchair access at the main entrance? If not, is there an alternative entrance nearby?</li> <li>- If there is an alternative accessible entrance, is this clearly signposted from the main entrance?</li> <li>- Are there steps or raised area going up to the building or is the door at pavement level?</li> <li>- If one is needed, is there a platform lift or a ramp suitable for wheelchair users?</li> <li>- If there is a removable ramp, how does a wheelchair user signal that he/she needs assistance?</li> <li>- If there are steps, how many are there, and is there a hand-rail? (In addition to having a ramp.)</li> <li>- Is the building easily found? (Good signage – eg large logo outside)</li> <li>- Is the bell/buzzer/intercom at a suitable height for wheelchair users and clearly distinguishable with audible and visual indication?</li> <li>- What sort of door is there? Automatic doors are the ideal.</li> </ul> <p>Manual doors should have kick plates and distinguishable and easy to grip handles at an accessible height for wheelchair users. If there are double doors, these should be able to be individually opened.</p> <p><b>Accessible parking</b></p> <ul style="list-style-type: none"> <li>- Is there parking available near to the school and are there any restrictions?</li> <li>- Ensure you can inform people where the nearest car parking for blue badge holders is and provide them with specific distances and provide a map in advance.</li> <li>- How far is the car park from the school?</li> </ul>	<p>Yes</p> <p>No, to the bottom of the drive</p> <p>Yes</p> <p>N/A</p> <p>pavement level</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Yes</p> <p>Yes</p> <p>Automatic single door, opened by Office staff</p> <p>Yes, disabled parking is easily accessible.</p>
<p><b>In the Building</b></p> <p><b>Reception Desks</b></p> <ul style="list-style-type: none"> <li>- If Reception is above or below the entrance level, is there a lift (other than a service lift)?</li> <li>- What alternative is available if this lift is out of service?</li> <li>- Ensure the height of the reception desk is at a good low height for wheelchair users.</li> <li>- Ensure that if guests are kept waiting in the Reception area, that there are chairs available.</li> </ul> <p><b>Corridors</b></p> <ul style="list-style-type: none"> <li>- Check that routes to the rooms being used are well signed and easy to follow. Ideally all routes should be wheelchair friendly.</li> <li>- Ensure that all internal corridors are at least 1.5m wide.</li> <li>- Check that corridors are free from boxes and other barriers to ensure the safety of Visually Impaired guests</li> <li>- Ensure that floors are not slippery or there are long pile carpets, or that mats/rugs are well laid, all of which can restrict mobility.</li> <li>- If there are internal steps, ensure there are ramp facilities.</li> </ul>	<p>N/A</p> <p>N/A</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>1904 building</p> <p>Yes</p> <p>Yes</p> <p>All but gallery, access to KS2 via Rec class</p>



<ul style="list-style-type: none"> <li>- Ensure that any staircase have rails on both sides.</li> <li>- Signage – ensure that signage is kept simple and short, with good contrast lettering (eg black on white, ideally black on yellow background). Use symbols in addition to words.</li> <li>- Contrasting wall and floor colours enhance independent way finding.</li> </ul>	<p>Yes Yes Yes</p>
<p><b>Lifts</b></p> <ul style="list-style-type: none"> <li>- Size – Part M of the Building Regulations recommends the minimum dimensions of a lift to be a width of 1100mm, depth 1400 door opening 800mm, controls: between 900 and 1200mm above floor level, both within and outside the lift car.</li> <li>- Are lift doors wide enough for a wheelchair?</li> <li>- Is the lift big enough for a large wheelchair and at least 1 other person?</li> <li>- Are there controls at a height suitable for wheelchair users?</li> <li>- Are there Braille or tactile buttons and visual floor indication?</li> <li>- Is there an audio floor indication?</li> </ul>	<p>None N/A  N/A N/A N/A N/A</p>
<p><b>Assistance Dogs</b></p> <ul style="list-style-type: none"> <li>- Are assistance dogs allowed into the school?</li> <li>- Does the school provide water for assistance dogs?</li> <li>- Is there an adequate area for assistance dogs to be exercised?</li> </ul> <p><b>Accessible Toilets</b></p> <ul style="list-style-type: none"> <li>- Check location of disabled toilets. Ideally these should be on the same level as the main rooms. If not, check that there are lifts etc from the area. Needs to be close to the room, so that any users can get to/from the toilet in time during breaks.</li> <li>- There needs to be a minimum of one genuinely accessible toilet available at all times, within a convenient distance of the rooms being used.</li> <li>- Doors must be capable of opening and be at least 925mm wide. No door closer should be fitted.</li> <li>- Check the size of the toilet – is there enough space to manoeuvre a wheelchair?</li> <li>- Check the height of fittings in the toilet, including support rails. The sink should be accessible for someone sitting on the toilet.</li> <li>- Check there is no lid on the toilet.</li> <li>- Check the lock – it should be a lever lock, as opposed to a rotating lock.</li> <li>- Check there is an emergency cord (accessible from the toilet and also the floor)</li> <li>- Check there is flashing emergency lights/alarms in the toilet in case of an evacuation.</li> <li>- Do not assume people with visual impairments will use the disabled toilet – wheelchair friendly areas are often more problematic.</li> </ul>	<p>Yes Yes Yes  Children with mobility issues will be located in classrooms nearest the disabled toilet. Yes Yes Yes Yes Yes Yes Yes Yes Yes</p>
<p><b>In the Presentation Rooms</b></p> <p><b>Staging</b></p> <ul style="list-style-type: none"> <li>- Staging. If there are any speakers with mobility issues, check there are sufficient ramps.</li> <li>- Check the height of the lectern to make sure it isn't too tall for the speakers. Ideally the lectern should be adjustable, or alternatives should be considered (eg mikes on a table top).</li> <li>- Check that there are induction loops available at the school. If there isn't in the rooms that you are using provide an induction loop or mobile loops.</li> <li>- Check the acoustics of the room. Echoes can be confusing for people with hearing impairments.</li> <li>- Check size of the screen is appropriate and make sure it is clearly visible from all positions in the room.</li> <li>- Check that the lights in the presentation room are adjustable.</li> </ul>	<p>N/A Yes  No would fit if needed Yes, curtains in hall to absorb sound Yes Yes</p>



<p>- Check whether the school has a PA system that you can use or if they have a preferred supplier. Using microphones for groups over around 30-40 people is essential and helps people with hearing impairments.</p>	<p>Yes</p>
<p><b>Lighting</b></p> <p>- Ideally lighting should be adjustable. Transitions from dark to light need to be gradual for people with visual impairments, so lights should be dimmed slowly and lights should never be completely turned off.</p> <p>- Check that the lights don't flicker.</p> <p>- Lights should never be completely turned off.</p>	<p>No</p> <p>Yes</p> <p>Yes</p>
<p><b>Seating</b></p> <p>- If the presentation room has fixed seating, check if there's a limit to how many wheelchair users can access the room and if making it wheelchair accessible reduces the capacity of the room.</p>	<p>No</p>
<p><b>Air Quality</b></p> <p>- Check if the rooms have air conditioning or that the temperature can be controlled.</p> <p>- If relying on opening windows to cool down a room, check the level of noise from outside.</p>	<p>Yes</p> <p>Yes</p>
<p><b>Workshops/breakout spaces and Reception Rooms</b></p> <p>- Check the routes and distance from the main rooms and ensure that when you are timetabling, that you ensure there is plenty of time to move between rooms.</p> <p>- Ensure you have enough rooms for all your groups – don't fit two separate groups in the same room (difficult for people with Hearing Impairments).</p> <p>- Check the max numbers for reception rooms. "Reception" means standing with not much room for chairs etc – take into account that your max capacity will be less if you are expecting wheelchair users. Also remember that you should provide some chairs in the reception area for people with mobility issues, which again will affect the max capacity.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>
<p><b>Quiet areas/Prayer rooms</b></p> <p>- It may be appropriate to provide access to rooms for students and teachers to pray.</p>	<p>Church, ramp from school</p>
<p><b>Emergency/Evacuation Procedure School Procedures</b></p> <p>- Is there a school emergency procedure?</p> <p>- Are there procedures in place for evacuating disabled people, including wheelchair users, in an emergency?</p> <p>- Where evacuation of wheelchair users relies on Evac Chairs, are there enough seats for the expected number of wheelchair users?</p> <p>- Will school staff be available to evacuate disabled visitors, and have these staff had appropriate training?</p> <p><b>Alarm and Security Systems</b></p> <p>- Are there fire alarms that are audible/visible (ie flashing lights) to all? Is this available in all areas of the building, including the toilets?</p>	<p>Yes</p> <p>?</p> <p>N/A</p> <p>Yes</p> <p>Yes ?</p>