

# BOOKWELL PRIMARY SCHOOL



## ACCESSIBILITY PLAN

**2019 – 2023**

**APPROVED BY :**

**Name: Mr Hardy**

**Position: Head teacher**

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## 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 visitor's to the school in order to meet the requirements of the Equality Act 2010, BS8300 (Design of buildings and their approaches to meet the needs of disabled people - Code of practice) and Parts M and K of the Building Regulations.
- 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 2013 edition 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 carried out at Bookwell Primary School on Tuesday, 11 December 2019 by Barbara Ross, Consultant from Kym Allan Safeguarding, Health & Safety Consultants Ltd.
- Further upgrading and/or development work identified in this survey to improve accessibility will be subject to applicable listed building, planning, conservation and building control approval and designed in line with current Buildings Regulations and British Standards as appropriate.
- Bookwell Primary School is a smaller than average-sized primary school.
- Victorian construction (mid to late 1800's) with later extensions. Stone built with pitched slate roofs and flat roofs to the later extensions.
- External areas and outdoor space comprises of separate playground areas, fields and woodland areas. A mix of hard surfaced and grassed areas to the side and back of the school site.
- Age range: 4 – 11yrs.
- Number of FTE pupils: 210 FTE.
- Number of pupils regarded as disabled under the terms of DDA: 6
- Number of FT/PT staff (teaching, non-teaching ex. cleaning and catering): 28
- 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.
- There is no 'wrap around', pre or after school 'care' carried out on school site.
- Specific activity clubs e.g. art, football is organised after school for those pupils attending Bookwell Primary School only. No other school pupils attend.
- The general public attend parent's evenings, school performances and other events organised by the school. The local Church and Egremont Market Hall is also used when more space is required.
- No formal lettings take place on site and the site or building is not used for any other operation.
- Transport to site is either on foot, private transport or public bus. Bus stop is nearby on highway near to the school site. Nearest public train station is 3 miles away at St Bees. Train is infrequent and would

not be suitable for attending or visiting site regularly. Use of train would then require onward transit to the school site by either foot, or private transport or public bus.

## 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 8300:2009 – 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 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:

- **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.

# ACCESSIBILITY PLAN

<b>School/Building:</b>	Bookwell Primary School		
<b>Address:</b>	Egremont. CA22 2LT		
<b>Auditor:</b>	Barbara Ross, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	<b>Date of Survey:</b>	11 December 2019

**Suggested priorities/timescales for completion are as follows:**

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.
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AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
<b>Checklist A - CAR PARKING AND APPROACH</b>					
	Parking	<p>There is a designated car park on school site. At least one parking space should be reserved for people with reduced mobility. The space should be provided as near to the school building entrance as possible, clearly marked out, sign posted, suitably spaced – surface is good – and only used by people who have a blue badge.</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.</p> <p>On the public highway dropped kerbs have been provided but road crossing facilities and a designated on street parking space, near to the main building entrance, could also be considered. A designated setting down/picking up point suitable for disabled could also be provided outside the main site entrance clearly marked out and sign posted. Contact Cumbria County Council Highways Department to discuss implications and funding.</p>	3		Gov/ Head
			4		Office
			3		Contact CCC
	Approach and routes to main building entrance	The main entrance to the school building is within convenient distance of a public highway, free of kerbs and is accessed by an external ramp.	N/A		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	External lighting & signage to entrance	<p>External lighting along main external routes - from the site entrance and from designated/general parking spaces - could be improved to help with orientation during darkness.</p> <p>The route to the building entrance has some clear signposting but future improvements to school signage including information and directional should include car parking arrangements (including reserved car parking availability) and directional arrows for school reception.</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 can be found at; <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/148500/Wayfinding.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/148500/Wayfinding.pdf</a></p>	<p><b>3</b></p> <p><b>4</b></p> <p><b>To Note</b></p>		<p>Govs</p> <p>Office / Head</p>
	Surfaces of approach	The surface of approach to the main entrance into the school is in good order and free from potholes and loose gravel.	<b>N/A</b>		
	Street and grounds furniture/ ironmongery	<p>The main routes to building entrance are clear from projecting hazards.</p> <p>The lever handle on the gate to the main site entrances and pedestrian entrance would be difficult to open by an independent wheelchair user and/or person with limited mobility/dexterity. When replacing gates consider lowering and revising ironmongery for ease of use by all.</p>	<p><b>N/A</b></p> <p><b>4</b></p>		Govs/ Head
<b>Checklist B - ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b>					
	External ramps	<p>The ramp to the main entrance could be improved as follows:</p> <ul style="list-style-type: none"> <li>• colour contrasted (matt) handrail to be provided on each side,</li> <li>• colour contrast (matt) level change with that of the landings.</li> </ul> <p>For other external ramps into the building, other than main building entrance, see Checklist M for recommendations.</p>	<p><b>3</b></p> <p><b>SEE CHECKLIST M</b></p>		Govs/ Head
	External steps	There are no external steps to the main entrance.	<b>N/A</b>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		For other external steps into the building, other than main building entrance, see Checklist M for recommendations.	SEE CHECKLIST M		
<b>Checklist C – ENTRANCES, INCLUDING RECEPTION</b>					
	Entrance doors and thresholds	The glass manifestation on the external automatic door should be at two levels and contrast visually with the background.  The facility to summon help - external - should be signed and colour contrasted (matt) with background to highlight this facility clearly.	3  3		Office
	Reception areas inc. desks, seating and lighting	A portable induction loop should be purchased for the use of hearing impaired visitors and display the sign to indicate the facility is available.  A mix of seating, with and without arms, should be provided for ease of use by visitors.  Undertake regular checks to entrance foyer/reception/waiting area to clear any surplus/stored/delivered items.	3  4  1		Office  Office  Office/ Caretaker
	Signs	Improve audio, visual and digital information and directional signs supported by tactile information (such as an accessible map) for people progressing to other parts of the building and include location of accessible toilet facilities. Use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans-serif font. Further guidance; <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/148500/Wayfinding.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/148500/Wayfinding.pdf</a>  The locations of the information and signs should be at a height that allows accessibility for all.	2  2		Office/ Head  Office/ Head
<b>Checklist D – CORRIDOR, STAIRWELL AND ASSEMBLY AREA</b>					
	Lateral circulation, width of corridors	The majority of circulation and corridor spaces would 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 and surplus equipment is not left in corridors or assembly points.	1		Caretaker

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	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 location of accessible toilet facilities.	2		Office
	Lighting, floor surfaces and tonal contrasts of surfaces	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 in future maintenance programmes to avoid increasing reflection, glare, shadows and silhouette.	4		Govs/ Head
		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.	4		Govs/ Head
		Remove loose mats that buckle and curl and/or mat wells that do not have flush mat inserts.	1		Caretaker

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

	Passenger lifts (fully enclosed)	None installed.	N/A		
	Platform lift (partially enclosed)	Installed between AG0025a and AG017a. Fixed controls at lower and upper landing. Maintained and operation checked regularly.	N/A		
		Investigate audio to improve independent usage.	4		Govs
	Wheelchair lift (fold away)	Installed between AG008c and AG005. Fixed controls at lower and upper landing. Maintained and operation checked regularly.	N/A		
		The call buttons and controls would not be instantly apparent for independent use due to the age of the installation. Clearer signs and instructions could be provided until lift/controls replaced with improved audible/visual information.	2		Head
		Include audio/visual improvements when replacing lift to improve independent usage.	4		Govs/ Head
	Chair lift (transfer)	None installed.	N/A		

#### Checklist F - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL RAMP)

	Internal ramps	No internal ramps.	N/A		
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AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
<b>Checklist G - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL STAIRS)</b>					
	Internal stairs	<p>Stairs from corridor AG008c up to AG005, corridor AG08c up to AG016 , corridor AG025a up to AG017a, entrance AG031 up to AG027, hall AG032 up to AG033 and hall AG032 up to AG034 could be improved as follows:</p> <ul style="list-style-type: none"> <li>• signs to indicate location at each floor level/flight,</li> <li>• approach to stairs identified by colour contrasted (matt) textured/tactile floor surface,</li> <li>• appropriate handrails to be colour contrasted matt, (handrails to steps from hall to classrooms are adequate),</li> <li>• improve natural and/or artificial lighting (to achieve illuminance of at least 100 lux at floor level) and positioning of fittings to avoid reflection, glare, shadows and silhouette,</li> <li>• provide colour contrasted (matt) step edge nosings to define the edges of each step AG08c/AG016, AG031/AG027, AG032/AG033 and AG032/AG034.</li> </ul> <p>Vertical movement between floor levels currently without lifts could be achieved by powered means lift - fold to wall platform or wheelchair. A full survey by lift manufacturer would determine suitability and obstacles with installation. This could allow circulation and access to all levels and facilities in this building.</p>	3		Govs/ Head
			4		Govs/ Head
<b>Checklist H - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL DOORS)</b>					
	Internal doors	<p>Although some internal doors were compliant 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"> <li>• a vision panel (minimum zone of visibility between 500mm and 1500mm) to classroom and corridor doors,</li> <li>• minimum clear width of door leaf of at least 750mm,</li> <li>• at least 300mm clear unobstructed space between leading edge of single leaf door and the return wall,</li> <li>• door handles replaced with easy grip 'D' type handles at a height suitable for both standing and seated users,</li> <li>• colour contrast (matt) between door/architrave and door furniture.</li> </ul>	4		Govs/ Head

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>Priority review to be given to doors between corridor AG025a and AG027, between entrance AG031 and hall AG032, between AG033 and hall AG032 and between AG034 and hall AG032.</p> <p>Undertake regular checks to ensure proper functioning of all doors, ironmongery and closer mechanisms correct opening/closing pressure action.</p> <p>Remove frosted film, posters and freezes from doors that obstruct vision panels.</p>	<p><b>3</b></p> <p><b>1</b></p> <p><b>1</b></p>		<p>Govs/ Head</p> <p>Caretaker</p> <p>Caretaker</p>
<b>Checklist I - SPACES FOR STAFF, PUPILS AND OTHERS</b>					
	Access to and in classrooms	<p>Future development of individual classrooms should include the following considerations:</p> <ul style="list-style-type: none"> <li>• wet areas/classroom sinks to have lever taps sink and colour contrasted (matt) splashback/surfaces,</li> <li>• tables and chairs to have soft edges and include rubber soled feet,</li> <li>• high frequency controllable lighting,</li> <li>• blinds to reduce glare (and ensure cord length is no lower than 1.5m above the ground and fitted with a cord breakaway device),</li> <li>• carpet/soft vinyl flooring to improve acoustic absorbency,</li> <li>• colour contrast (matt) between furniture, seating and flooring.</li> </ul> <p>Adaptations required for specific SEND pupils will need to be assessed on an individual basis.</p>	<p><b>4</b></p> <p><b>To Note</b></p>		Govs/ Head
	Access to and in staff room	<p>Future development of staff room should include the following:</p> <ul style="list-style-type: none"> <li>• kitchen/sink areas to have lever taps and colour contrasted (matt) splashback/surfaces,</li> <li>• a mix of seating, with and without arms,</li> <li>• high frequency controllable lighting,</li> <li>• colour contrast (matt) between furniture, seating, walls and flooring.</li> </ul> <p>Adaptations required for individual members of staff who have a</p>	<p><b>4</b></p> <p><b>To Note</b></p>		Govs/ Head

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		disability will need to be assessed on an individual basis.			
	Access to and in dining areas/ assembly hall/entertainment spaces	<p>Improve artificial lighting to maintained illuminance of 350 lux level and avoid lighting creating glare, pools of bright light and strong shadows.</p> <p>An induction loop/ hearing enhancement system should be considered for installed in assembly halls, performance and spectator spaces and large meeting rooms to improve the audio for those with hearing problems.</p> <p>If the school governors lease out premises to be used by other parties in the future then as landlord 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>4</p> <p>4</p> <p>To Note</p>		Govs/ Head
	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 surrounds when upgrading decoration. Lower height of controls to at least 750mm and not more than 1200mm above ground level.	4		Govs/ Head
	Seating and furniture - dining areas/ assembly hall/entertainment spaces	<p>Ensure that tables and chairs have rubber soles and furniture, seating and flooring is colour contrasted in future programmes.</p> <p>Space out seating and provide clear spaces for individual with limited mobility or wheelchairs in audience seating.</p>	<p>4</p> <p>4</p>		Govs/ Head
	Changing/bathroom facilities	There is no changing/shower/bathroom facility on site. Consider providing unisex wheelchair-accessible changing and shower facility in future developments.	4		Govs/ Head
<b>Checklist J - WC PROVISION – ALL TOILET AREAS</b>					
	Staff & Visitor's (male & female) WC	Designated male and female staff WC AG011, AG012 and AG022 (through cleaner's store) would not be accessible to wheelchair user. The WC facility could be used by ambulant disabled people with redesign to include the provision of outward opening door/sliding door, support rails and easy gripped/operated ironmongery.	4		Govs/ Head

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		Future development of staff WC AG011, AG012 and AG022 would also benefit from: <ul style="list-style-type: none"> <li>• improved signage to AG022,</li> <li>• colour contrasted (matt) finish walls, doors, fittings, ironmongery and surfaces,</li> <li>• door handles, locks (with ability to be operated from outside in emergency), flush and light switches easy grip/operated,</li> <li>• lever type taps for use by people with limited dexterity,</li> <li>• acoustic absorbency of materials and texture of surfaces should also be considered.</li> </ul>	4		Govs/ Head
	Pupil toilets	<p>Pupil toilet provision AG013 (designated female pupils) does have adapted toilet facility and would be accessible/useable to wheelchair users - see Checklist K for recommendations.</p> <p>Pupil toilet provision AG006, AG028 and AG029 would not be accessible to wheelchair users. A WC in each facility could be used by ambulant disabled user with considered redesign to include the provision of outward opening door, support rails and easy gripped/operated ironmongery.</p> <p>Future development of toilet provision AG006, AG013, AG028 and AG029 would benefit from:</p> <ul style="list-style-type: none"> <li>• colour contrasted (matt) walls, doors, fittings, ironmongery and surfaces,</li> <li>• door handles, locks (with ability to be operated from outside in emergency), flush and light switches easy grip/operated,</li> <li>• lever type taps for use by people with limited dexterity,</li> <li>• acoustic absorbency materials and texture of surfaces should also be considered.</li> </ul>	SEE CHECKLIST K  4  4		Govs/ Head          Govs/ Head
<b>Checklist K - WC PROVISION – WHEELCHAIR ACCESSIBLE – STANDARD LAYOUT</b>					
	Wheelchair accessible	Although there is wheelchair accessible WC provision in pupil (female) toilets AG013, a unisex wheelchair accessible toilet facility should be available (as near to the main school building entrance as possible). If space allows consider changing and shower facility provision.	4		Govs/ Head

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>Future developments should include wheelchair accessible WC facilities in other areas of the school including pupil WC provision.</p>	4		Govs/ Head
		<p>Future development of wheelchair accessible WC in AG013 would benefit from:</p> <ul style="list-style-type: none"> <li>• improved signage,</li> <li>• mirror at wheelchair use height,</li> <li>• colour contrasted (matt) finish walls, doors, fittings, ironmongery and surfaces,</li> <li>• door handles, locks (with ability to be operated from outside in emergency), flush and light switches easy grip/operated,</li> <li>• emergency call system,</li> <li>• grab bar to back of the door,</li> <li>• handwashing &amp;/or drying facilities easily reached from WC seat,</li> <li>• acoustic absorbency of materials and texture of surfaces should also be considered.</li> </ul>	4		Govs/ Head
		<p>Provide emergency call system in facility and introduce procedure to ensure someone is designated to respond.</p>	3		Govs/ Head
		<p>AG013 requires sign on main and internal door to indicate toilet facility is accessible.</p>	2		

**Checklist L – SIGNS, INFORMATION AND SITE MAINTENANCE**

	<p>Noticeboards, publication and other materials provided for pupils, parents and other users</p>	<p>Notice boards and information to take away should be within reach of both ambulant and wheelchair users and positioned with visual impairments and wheelchair users with lower eye levels in mind.</p>	3		Govs/ Head
		<p>Review all public information including school website and prospectus (if applicable) and consider providing the information in alternative formats/software such as BrowseAloud, Braille, large print and audio-tape/MP3. Availability of alternative formats should be advertised within all publications.</p>	2		Govs/ Head
		<p>In order to provide accessible information on your school website,</p>	2		Govs/ Head



AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>two steps,</p> <ul style="list-style-type: none"> <li>• colour contrast (matt) between door, architrave, door furniture/door release bar,</li> <li>• adjust door closer to ensure minimal force opening/closing/pressure action,</li> <li>• ensure the height of the door access/exit controls are between 750mm and 1200mm above ground level,</li> <li>• ramps should have colour contrasted (matt) edge protection and colour contrasted (matt) handrail to at least one side.</li> </ul> <p>Priority review of the above from entrance AG031, Rainbow Room AG024a and corridor AG003.</p>	<b>3</b>		
	Emergency warning/lighting system	The fire warning and detection has visual warning in some areas; consider extending this system or providing personal vibrating alarm or alternative systems for use by people with disabilities.	<b>4</b>		Govs/ Head
<b>Checklist N – OTHER</b>					
	External areas inc. outside areas, recreation, play, routes and approaches	<p>External seating, furniture, benches, fencing and gates at various locations around school site should be colour contrast visually with the background.</p> <p>External steps between playground levels would benefit from visual and tactile warning to top and bottom of steps, installation of handrails to both sides (and colour contrasted (matt) against background) and step edge nosings marked to clearly define the edges of each step. The steps to the flagged area should also have step edge nosings as above.</p> <p>The changes in levels/surface joins/edge protection between paths should be smooth and free from protrusions, with particular attention required to MUGA pitch route.</p> <p>When refurbishing/replacing current outdoor play facilities consider colour contrasted (matt) and accessible playground equipment and surfaces to allow access for all users and incorporate large ramps, sensory play panels and slides.</p> <p>Check the following on a regular basis in order to maximise accessibility for all;</p>	<b>3</b>		Office/ Head
			<b>3</b>		Office/ Head
			<b>3</b>		Office/ Head
			<b>4</b>		Office/ Head
			<b>1</b>		Office/ Head

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<ul style="list-style-type: none"> <li>• maintenance of surfaces to outside areas, routes and approaches including steps and ramps,</li> <li>• remove/relocate obstructions and projecting hazards (including planters, pots and litter bins),</li> <li>• remove/clear surplus/redundant items, rubbish, moss, leaves, ice and snow.</li> </ul>			
	Future planning and design	Ensure that the planning and design of capital and/or maintenance projects take into account the needs of wheelchair users, individuals with limited walking abilities, partially sighted, sightless and hearing impairments. Inclusion in the design detail at an early stage will be cost neutral and will future proof your facilities for all users in years to come.	4		Office/ Head
	Specific training and awareness	Ensure Special Educational Needs Coordinators ( <b>SENCO</b> ) 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 disseminate to governors, staff and pupils as appropriate.	2		SENCO
	Accessibility plan consultation	Consult to obtain views, advice and ideas from pupils, 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		Head
	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 considered in forward planning for pupil attendance.</p> <p><i>...add anything else in here that has not been included in the above that would increase the extent to which disabled pupils and members of the school community can access the school site, building and facilities.</i></p>	<b>To Note</b>		
	School curriculum	<i>...add anything else in here that has not been included in the above that would increase the extent to which disabled pupils can participate in the school curriculum. Include out-of-school and extra – curricular activities.</i>			

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	School information, communication and literature	<i>...add anything else in here that has not been included in the above that would increase the extent to which disabled pupils can access information, communication and literature.</i>			