Pennington C of E Primary School

Access Audit Report
&
Draft Accessibility Plan



Name & Address of Premises:	Pennington Junior School Pennington Ulverston LA12 0RR
Tel No.	01229 587253
Assessor:	Paul Wanless, Consultant, KAHSC Ltd.
Date of Last Access Audit Report & Draft Accessibility Plan:	05/06/2023

Subsequent Review Dates:			
Reviewed by:		**Date:**	
Reviewed by:		**Date:**	

Suggested Date for Review: *(This access audit should be reviewed annually or at such earlier time as there is reason to suspect it is no longer valid or there has been a significant change in the matters to which it relates)*	June 2024

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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 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 carried out at Pennington Junior School on Monday, 5th June 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.
- The school has four buildings. The main building is of Victorian construction and has had a number of internal modifications over the years to date. The Reception Building was constructed in 1993. The Year 6 building which was formerly a portacabin, was removed and replaced with a new prefabricated building in 2018. The View, which is a pre-fabricated multi-purpose training and teaching area, was constructed circa 2020 and is located at the top of the playing field.
- External areas and outdoor space comprise a mix of hard surfaced, safety surfaced and grassed areas, including a large playing field and a number of fixed play installations. There is a separate playground to the back and side of the school. The site is slightly sloping.
- Age range: 4 – 11yrs.
- Number of pupils: 197.
- The school currently has 25 pupils with special educational needs, some of whom are autistic. None of the current pupils have sensory or mobility impairments.
- 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 does not provide a school-run Breakfast Club. After-school clubs run most afternoons from 3.15pm – 4.00pm during term time. The after school club is for pupils of Pennington Junior School only.
- The number of staff employed directly by the school (full-time, part-time, teaching and non-teaching) is 25. 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. The school also offers parents the opportunity to discuss pupil progress using video conferencing as an alternative to coming into school. The school site or building is not used for any other purpose and no formal lettings take place.
- Transport to site is either on foot or by private transport. A number of pupils who live a significant distance from the school are transported via a school bus with a drop-off / collection point outside the school. The nearest bus stop is approximately 0.3 miles away on the outskirts of Swarthmoor. The nearest train stop is 2 miles away in Ulverston. Both of these public transport modes would then require onward transit to the school site by either foot or private vehicle. Given the travel distances required, neither of the public transport options are suitable for people with mobility issues.

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 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.

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

School/Building:	Pennington Junior School		
Address:	Pennington, Ulverston, LA12 0RR.		
Auditor:	Paul Wanless, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	**Date of Survey:**	5th June 2023

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	The school has no designated parking either on site or off site for staff or visitors. There is a layby outside the main school entrance with space for 10+ vehicles where teachers tend to park. Currently the school does not have any disabled employees, however, if the school did employ a disabled employee then a disabled parking space would need to be provided as near to the school main building entrance as possible, clearly marked out, sign posted, suitably spaced and surfaced and only used by people who have a blue badge. The school does not have any pupils with a registered disability, although there are a number of pupils with special educational needs, two of whom face particular challenges when being dropped off / collected from school. The main school entrance is a short walk from the main gates. A designated setting down/picking up point suitable for disabled users 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.	**To Note** **3**	**0**	HS

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Approach and routes to main building entrance	The gradient along the pedestrian route to the school gates is gently sloping (no steeper than 1:20) and the minimum width of the footpath is 1.5m. To be considered accessible the route should be a minimum of 1.8m wide at its narrowest point. The travel distance from roadside parking to the main school entrance door could easily exceed 50m (there is no designated parking or drop off point on the roadside) and there is no intermediate seating along the route for people with impaired mobility. Consider providing intermediate seating, possibly just inside the school gates, for people with impaired mobility.	**To Note** **3**	**0**	HS
	External lighting & signage to entrance	External lighting along main external routes - from the site entrance to the main school entrance, is provided by wall mounted floodlights. The route to the building entrance has limited 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. 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.	**N/A** **4** **To Note**		HS
	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.	**N/A**		
	Street and grounds furniture/ ironmongery	The main routes to building entrance are clear from projecting hazards. The pedestrian gate to the site entrances would be difficult to open by people who have limited mobility and/or dexterity when manually operated. When replacing gates consider revising ironmongery for ease of use by all.	**N/A** **4**		
Checklist B - ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS					
	External ramps	There is no requirement for a ramp to the main building entrance as the route is no steeper than 1:20. For other external ramps into the building, other than main building entrance, see Checklist M for recommendations.	**N/A** **SEE CHECKLIST M**		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	External steps	There are no steps to the main building entrance. For other external steps into the building, other than main building entrance, see Checklist M for recommendations.	**N/A** **SEE CHECKLIST M**		
Checklist C – ENTRANCES, INCLUDING RECEPTION					
	Entrance doors and thresholds	The entrance door comprises of a manual single leaf door with closer which delays the door closing speed. The door is of timber frame construction with glass panels. The door is not clearly distinguishable form the architrave or the entrance façade for people who have visual impairments.	**To Note.**		
		Improve colour contrast between entrance door, architrave and façade.	**3**		
		There is a facility to summon help at the main entrance gate but not at the main entrance door. Provide facility to summon help and position at least 750mm and not more than 1200mm above ground on external façade by main entrance door. Ensure signed and colour contrasted (matt) with background to highlight this facility clearly.	**4**		
		The clear effective width (CEW) of the current main entrance door is 850mm. When replacing main entrance door in the future, redesign to provide automatic door if possible, with CEW of up to 1000mm and threshold of no more than 15mm.	**4**		
		Outside weather protection/canopy to provide shelter should be provided if an automatic door is not currently provided.	**4**		
		The main entrance internal lobby door has a clear effective width of 940mm which provides good space for access and egress (if refurbishing this door in future, aim for a CEW of 1000mm). The door also has an electronic locking mechanism controlled by a switch mounted on the adjacent door panel at a wheelchair user friendly height.	**To Note**		
		There is poor colour contrast between the door and its surrounding architrave. Improve colour contrast between lobby door, architrave and handles.	**3**		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Reception areas incl. 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.	**3**		
		Future developments should ensure the 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.	**4**		
		For sign in systems including manual / electronic see Checklist L for recommendations.	**SEE CHECKLIST L**		
		Improve natural and/or artificial lighting (to achieve illuminance of at least 100 lux at floor level) and consider design/position to avoid reflection, glare, shadows and silhouette.	**3**		
		A mix of seating, with and without arms, should be provided for ease of use by visitors.	**4**		
		Furniture, floors, walls, doors and ceilings should be colour contrasted (matt) when updating during routine maintenance programme.	**4**		
	Signs	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.	**2**		
Checklist D – CORRIDOR, STAIRWELL AND ASSEMBLY AREA					
	Lateral circulation, width of corridors	Existing 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, supplies and surplus equipment is not left in corridors or assembly points.	**1**		Completed July 23

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
					Ongoing monitoring
	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. Illuminance in the main corridor beyond the lobby door was measured at 37 lux. Consider location of lighting and fittings in this area to improve illuminance. 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. Avoid changes in colour/texture along single spans of flooring unless to indicate a change in level or other hazard, as this can be confusing for visually impaired people.	**4** **4**		
Checklist E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (LIFTS)					
	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	There are no internal ramps within any of the buildings.	**N/A**		
Checklist G - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL STAIRS)					
	Internal stairs	There are no internal stairs within any of the buildings.	**N/A**		
	Provision of handrails and landings	There are no internal handrails or landings within any of the buildings.	**N/A**		
Checklist H - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL DOORS)					
	Internal doors	The minimum acceptable clear effective width (CEW) of an internal door in an existing building is 750mm if the door is to be regarded as accessible. Currently the majority of internal doors to classrooms and communal areas within the main school building do not meet this requirement, with the exception of the doors	**To Note**		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		leading into the staff room and year 4 and 5 classrooms. Some internal doors, including some toilet entrance doors, provided a CEW of less than 700mm.			
		The majority of internal doors were fitted with vision panels (except the staff room door) and 'D' type door handles which are easy to grip.	**To Note**		
		Three of the four external entrance and fire exit doors to the Key Stage 1 building provided a CEW of at least 800mm, with the fourth having a CEW of 750mm. Not all of the internal doors within this building provided a CEW of at least 750mm.	**To Note**		
		The entrance door to the Year 6 building has a CEW of 800mm, as does the accessible WC in the lobby area.	**To Note**		
		All internal doors in the main school building and Key Stage 1 building should be reviewed in the future (sooner if a specific pupil or staff need arises) and a programme introduced, if structurally allowed, to improve the following: • 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. • Vision panels with a minimum zone of visibility between 500mm and 1500mm.	**4**		
		Check all door closer mechanisms for correct opening/closing pressure/action.	**1**		Caretaker Sept 23

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		The entrance door to the library (portacabin type building in school yard) provides a good CEW of 800mm, although it is not currently wheelchair accessible due to the presence of a 190mm step at the door. If the library is to be a permanent fixture in the school, consider provision of a ramp to make the library accessible.	**4**		
Checklist I - SPACES FOR STAFF, PUPILS AND OTHERS					
	Access to and in classrooms	Future development of individual classrooms should include the following considerations: ● 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 (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. Adaptations required for specific SEND pupils will need to be assessed on an individual basis.	**4** **To Note**		
	Access to and in staff room	Future development of staff room should include the following: ● Door to have vision panels with a minimum zone of visibility between 500mm and 1500mm. ● Colour contrast (matt) between door/architrave and door furniture. ● Kitchen/sink area to have lever taps or infra-red fittings for ease of use by people with dexterity problems and colour contrasted (matt) splashback/surfaces. ● High frequency controllable lighting. ● Colour contrast (matt) between walls, furniture, seating and flooring. Adaptations required for individual members of staff who have a disability will need to be assessed on an individual basis.	**4** **To Note**		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Access to and in dining areas/ assembly hall/entertainment spaces	Improve artificial lighting (to maintained illuminance of 350 lux level). An induction loop / hearing enhancement system could be installed in assembly halls, performance spaces and large meeting rooms to improve the audio for those with hearing problems.	**4** **4**		
	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**		
	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** **To Note**		
	Changing/bathroom facilities	There is no changing/shower/bathroom facility on site. Consider providing unisex wheelchair-accessible changing and shower facility in future developments.	**To Note** **4**		
Checklist J - WC PROVISION – ALL TOILET AREAS					
	Staff & Visitors (male & female) WC	Within the main school building there is a female staff WC (AG029c) in the main corridor with a door CEW of 670mm. There is another staff/visitors WC (AG029a) in the main corridor opposite the staff room which is also designated as a disabled WC. The door opening has a CEW of 690mm and this facility is not accessible to wheelchair users in its current configuration. It may be accessible to some ambulant disabled users with appropriate adaptation – see Checklist K for recommendations. The staff toilet in the Key Stage 1 building (BG06b) has a door CEW of 635mm and is not wheelchair accessible. It may be accessible to some ambulant disabled users with appropriate adaptation – see Checklist K for recommendations. The designated staff WC in the Year 6 building is wheelchair accessible.	**To Note** **SEE CHECKLIST K** **To Note** **SEE CHECKLIST K** **To Note**		

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		Future development of existing staff/visitor cloaks/WC would also benefit from: ● Improved signage. ● 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 &/or drying facilities easily reached. ● Lever type or infra-red taps for use by people with limited dexterity.	**4**		
	Pupil toilets	Pupil toilet provision AG009 and AG010 (near Year 5 classroom), BG09a, BG010a and BG012 (Key Stage 1 building), and pupil toilet in YR 6 building would not be accessible to wheelchair users. A WC in each facility could be used by ambulant disabled users with considered redesign to include the provision of outward opening door (exc. YR 6 WC), support rails and easy gripped/operated ironmongery. Future development of existing toilet provision AG009, AG010, BG012, BG09a and BG010a would also benefit from: ● improved signage, ● colour contrasted (matt) walls, doors, fittings, ironmongery and surfaces, ● door handles and flush easy grip/operated, ● drying facilities easily reached, ● lever type taps for use by people with limited dexterity, ● acoustic absorbency materials and texture of surfaces considerations.	**4** **4**		
Checklist K - WC PROVISION – WHEELCHAIR ACCESSIBLE – STANDARD LAYOUT					
	Wheelchair accessible	Toilet provision AG029a (disabled WC in main building) is not currently wheelchair accessible. Future development of staff/visitors/disabled WC provision in the main building could involve a re-design of the space currently occupied by AG029a, AG029b and AG029c to provide unisex staff and visitors WC provision with wheelchair accessible facilities. With considered re-design of the space, future development of pupil cloaks/toilet provision in rooms AG008, AG009 and AG010	**4** **4**		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		could provide wheelchair accessible WC/cloaks with en-suite shower facilities for pupils (see section 18.2 of BS 8300-2:2018 for latest guidance relating to design and layout of accessible en-suite shower room with WC). A review of accessible WC provision within the school should be undertaken with a view to ensuring sufficient future WC provision for wheelchair users and those with ambulant mobility impairments. Wheelchair users and those with ambulant mobility impairments should not have to travel further than non-disabled pupils/staff/visitors in order to access suitable WC provision.	**3**		
Checklist L – INFORMATION, SITE MANAGEMENT AND COMPLIANCE					
	Information materials and systems for pupils, parents and others	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. 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. 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. When reviewing information on your school website consider providing the following. ● 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.	**3** **2** **2** **2** **To Note**		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		The School Information Regulations 2012 determines the statutory information which must be provided on a school website including the following information. ● 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.			
	Site management – external / internal	Check the following on a regular basis: ● 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**		Caretaker weekly
	Compliance – servicing and maintenance	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). External/internal lighting - ensure missing bulbs and/or fluorescent tubes are replaced as soon as possible as part of on-going maintenance programme.	**1** **1**		Caretaker weekly checks

Checklist M - MEANS OF ESCAPE					
	Emergency evacuation procedures for disabled people – PEEP/GEEP	Develop Personal Emergency Evacuation Plan (PEEP) for those needing assistance (e.g. pupils with special educational needs who may require assistance during evacuation and also regular visitors), which outlines how and by whom they will be evacuated. 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. 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. A sign/notice should be displayed at entrance/reception to ask visitors to inform staff if they require emergency evacuation assistance.	**3** **4** **1** **1**		HS
	Exit doors, steps, ramps and escape routes	The ramped access to the Year 6 classroom has been well constructed but would benefit from the following: ● Edge protection should contrast visually with the surface of the ramp. ● Handrails should contrast (matt) visually with the surroundings against which they are seen There is an incomplete ramp (with additional steps to one side) to 'The View' classroom at the top of the playing field. Access to this teaching area is via a hard surfaced pathway from the main school with a minimum width of 1100mm. The ramp is constructed of timber and may become slippery when wet. It does not currently comply with the requirements set out in BS8300-1:2018. Review all other exit routes from school buildings and include improvements in future maintenance programme as follows: ● Minimum single leaf door width opening of 750mm (850mm if likely to be used by wheelchair users). ● Clear vision panel (minimum zone of visibility between 500mm and 1500mm). ● Door furniture should be operable with one hand.	**3** **To Note** **3**		

		● Door thresholds and any small steps should be redesigned to remove/reduce. ● 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 two or more 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. Review emergency exit signage throughout the school to ensure that people are directed along escape routes to the nearest final exit. Signs should be positioned so that a person escaping will always have the next escape route sign in sight.	**2**		caretaker
	Emergency warning/lighting system	The fire warning and detection system does warn deaf and/or hard of hearing people in the event of a fire in areas where sounders are fitted with flashing lights. 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					
	Increase physical opportunities for children with physical/ medical disabilities	Audit the physical environment on entry of any child with a physical/ medical disability each year, on transition to another classroom, to increase access to the curriculum.	**3**		HS/ EM annually
	Increase inclusion across the curriculum for children with physical/ medical disabilities (or for any child with an EHCP)	On entry, review curriculum journey Reception- Yr 6 for each child with a disability. Make adjustments in advance to increase inclusion.	**3**		HS/ EM annually
	External areas inc. outside areas, recreation, play, routes and approaches	External seating, furniture, benches, fencing and gates at various locations around school site could colour contrast visually with the background and any ironmongery reviewed for ease of use by those with limited dexterity. Changes in levels/surface joins/edge protection between paths should be smooth and free from protrusions. However, the site	**4** **3**		

		including the path around the perimeter is well constructed and maintained for all to use. 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.	**4**		
	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 proof your facilities for all users in years to come. Refer to the following Government guidance for advice and reference: ● GOV.UK Area guidelines and net capacity for schools ● GOV.UK – Standards for school premises guidance	**4**		
	General training and awareness	Ensure equality and diversity awareness training is provided to staff, governors and pupils as part of the school induction process and refreshed periodically as necessary. The following online e-learning could be explored for suitability and content. ● 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.	**2** **To Note**		HS
	Specific training and awareness	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. Advice and guidance to support the needs of disabled pupils in school should be relayed to all staff as necessary.	**2** **To Note**		EM
	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**		HS
	School accessibility and physical environment	SEND guidance advises that pupils with mobility aid(s) and special needs assistant may need the same space used by two	**To Note**		

		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 consideration in forward planning for pupil attendance. Neurodivergent pupils can benefit from the provision of quiet spaces and / or sensory areas within the school. The school has a quiet room in the main building (AG020). Consider the provision of such facilities in the Key Stage 1 building and include sensory equipment in all such areas when developing future strategies for inclusive access.	**4**		