



Accessibility Audit

Airedale Junior and Infant School

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CONTENTS

Section 1

Introduction

- 1.1** Accessibility audit
- 1.2** Purpose of audit
- 1.3** Audit process
- 1.4** Priorities
- 1.5** Keys for costs
- 1.6** Abbreviations
- 1.7** Sources of guidance
- 1.8** Images

Section 2

Consultation

- 2.1** Access groups
- 2.2** Conservation area/ listed status
- 2.3** Fire officer

Section 3

Site Details

- 3.1** Description of site
- 3.2** Access Facilities in place

Section 4

Action Plan

- 4.1** Action Table

Section 5

Audit Findings

- 5.1** Audit Table

Section 6

Photographic Survey

- 6.1** Audit Media

Section 1 - Introduction

1.1 ACCESSIBILITY AUDIT

This access audit addresses and recognises the requirements of the Equality Act 2010 (Disability Discrimination Act (DDA) 1995 and 2005) The report includes recommendations for required remedial actions and ongoing monitoring and control measures. Guidance is also referred to such as BS8300: 2018 – Design of an Accessible and Inclusive Built Environment – Code of Practice; along with other applicable sources where appropriate.

The content of this report is based on the information and access provided to the consultant at the time of this audit. Any recommendations or advice in this report is based upon evidence seen. Whilst every care is taken to interpret current Acts, Regulations and Approved Codes of Practices, these can only be authoritatively interpreted by Courts of Law.

Undergoing of the recommendations in the report could assist in meeting the requirements of the Equality Act 2010 but does not guarantee it. Nor does compliance with this report remove any liability on the part of the client or give protection against legal proceedings.

1.2 PURPOSE OF AUDIT

The purpose of the access audit is to assess how well a site performs in terms of access and ease of use by a wide range of potential users, including people with disabilities. The audit provides a certain “snapshot” of a station at one point in its life. As the starting point of an ongoing access action plan, it can be used to highlight areas for improvement as well as a general risk assessment.

The most obvious part of a site, which determines its accessibility, is the shell. Decisions made by the design teams can fundamentally affect the accessibility for a long time.

When a site is fitted out, fixtures and fittings can be critical. Most do not survive as long as the building itself, and if deficiencies are identified, these can be included in the next potential refurbishment.

A building is next furnished and equipped, and at this stage many mistakes can occur. Furnishings are generally short-lived so opportunities for improvement tend to occur more regularly.

Finally, as a site is occupied, the way it is used and managed becomes crucial. Accessibility is affected when bad housekeeping exists causing tripping hazards or over-zealous polishing leads to slippery floors. Continual monitoring by management therefore has a considerable role to play.

1.3 AUDIT PROCESS

The audit was undertaken in two stages employing plans of the site, if available, and the checklists in Section 6 (Audit table) The general order of the checklists is:

Checklist Ref	Description	Applicable to this site	
		Yes	No
Checklist 1	Approach, Routes & Street Furniture	✓	
Checklist 2	Car Parking	✓	
Checklist 3	External Ramps	✓	
Checklist 4	External Steps	✓	
Checklist 5	Entrances	✓	
Checklist 6	Reception Areas & Lobbies	✓	
Checklist 7	Corridors & Internal Surfaces	✓	
Checklist 8	Internal Doors	✓	
Checklist 9	Internal Ramps		x
Checklist 10	Internal Stairs		x
Checklist 11	Lifts / Platform Lifts		x
Checklist 12	WCs: General Provision	✓	
Checklist 13	WCs: Wheelchair Users	✓	
Checklist 14	Facilities	✓	
Checklist 15	Way Finding	✓	
Checklist 16	Lighting & Acoustics	✓	
Checklist 17	Means of Escape	✓	
Checklist 18	Building Management	✓	

Note: Not all of the above checklists may be relevant to this particular site.

Stage 1 – Information gathering

This is undertaken as a walkthrough audit / inspection of the building using the checklists.

Stage 2 – Results and recommendations

The report suggests possible improvements that can be made to the building. These range from small non-structural adjustments to possibly major structural alterations. It also gives an indication to priorities and costs.

1.7 SOURCES OF GUIDANCE

There are a number of guidance notes and standards that illustrate good practice in terms of meeting the needs of disabled people. Listed below are some documents that have been utilised for the purpose of this report.

Building Regulations Approved Document M – Access to and Use of Buildings 2010 (2015 Edition)

BS8300: 2018 – Design of an Accessible and Inclusive Built Environment – Code of Practice Equality Act 2010 - All Parts Including Chapter 2 - Adjustments for disabled persons - www.legislation.gov.uk/ukpga/2010/15/contents

DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005. Disability Discrimination Act 1995 and 2005, HMSO.

British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.

JMU Access Partnership & Sign Design Society – Sign Design Guide- A Guide to Inclusive Signage (2004).

Please note however the Equality Act 2010' is not prescriptive in its recommendations to improve accessibility. As such, compliance with the Act cannot ultimately be determined or used as a method for assessing accessibility. Only tangible standards set out in guidance documents such as BS 8300 2009+A1:2010 can be referred to for 'compliance'.

1.8 IMAGES

Please note external images are used within this report; these are for illustrative purposes only. External images are indicated along with their source.

Section 2 – Consultation

2.1 ACCESS GROUPS

For the purpose of this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various users groups and appropriate employees prior to undertaking specific adaptation works as a result of recommendations within this report.

2.2 CONSERVATION AREA / LISTED BUILDING STATUS

No issues N/A.

2.3 FIRE OFFICER

Where recommendations have been suggested that may have an effect on the evacuation strategy, additional consultation with the Fire Officer is advised prior to works being undertaken.

Section 3 - Site Details

3.1 DESCRIPTION OF SITE

Description	Details
Date of Construction:	Pre 1950s
Constructed of:	Traditional Construction
Number of Floors:	Single Storey
External Areas:	Approach Routes / Car Parking Areas/ Play Areas
No. Passenger Lifts	N/A - Single Storey Schools

3.2 ACCESS FACILITIES IN PLACE

Facility	Details
Ramps	Provided
Platform lifts	N/A - Single Storey
Stair lift	N/A - Single Storey
Visual indicators for fire alarms	Visual Strobe Lights Provided
Induction loops / Infrared systems	Limited Provision/Provided in the Junior Entrance
Accessible toilets	Provided
Tactile signage	Limited Provision
On site assistance	Front Line Staff
Designated parking areas	No Accessible Parking Spaces Marked Out
Evacuation Equipment	N/A - Single Storey
Any Other Additional Information:	
<p>Note - Access audits should be undertaken every three years. The next access audit should be undertaken 2024.</p> <p>Induction Loops - https://directaccessgp.co.uk/induction-loops-and-hearing-enhancement-systems/</p> <p>Evacuation Chairs - https://directaccessgp.co.uk/product/evacuation-chairs/</p>	

Section 4 – Action Plan

4.1 - ACTION TABLE

COSTS - N = NONE M = MINIMAL OG = ONGOING MAINTENANCE ST = STRUCTURAL CHANGE EX = MAJOR STRUCTURAL CHANGE				
Item Ref.	Details / Issue	Recommendation	Est Cost	Action Taken
PRIORITY A				
2.1	There are no accessible bays provided at this site.	It is an ADM Requirement that there is at least one parking bay designated for disabled people provided on firm and level ground as close as feasible to the principal entrance of the building. The designated accessible parking should be clearly marked out at least 2.4m wide x 4.8m long plus a 1.2m side transfer zone at the side and end of the bay.	M	
5.8	The entry phones and intercoms at both the Infant and Junior school were too high from ground floor level for wheelchair users and those small of stature. Neither including an LED display to accommodate people with hearing impairments.	The intercom/call button should be relocated at a height of between 900mm and 1100mm from finished floor level. Ensure that it is well contrasted against the background upon which it is seen. Some disabled people find it easier to use their phone. If possible display a phone number that can be used to gain entry.	M	

6.5	An induction loop has been fitted in the Junior reception area. It is recommended that signage for it is kept in clear view. There is no induction loop in the Infant reception.	<p>Install an induction loop to the Infant reception desk. Install signage indicating the availability of the facility and ensure that staff members are aware of how to use the system.</p> <p>Direct Access has its own bespoke desk induction loop for people with hearing impairments. We are able to supply, install and provide brief training. Please see here and contact us for more information - https://directaccessgp.co.uk/induction-loops-and-hearingenhancement-systems/</p> <p>BS8300 - A hearing enhancement system, using induction loop, infrared or radio transmission, should be installed at service or reception counters where the background noise level is high.</p>	M	
6.9	Is there a procedure to ask visitors prior to their visit if they may have any access requirements that the school should be aware of?	<p>Procedures must be in place to ask visitors if they have any access requirements. Ask for forms to be completed prior to any visit to the premises. Booking forms will ask "Do you have any access requirements? (Level Access, Induction Loop, BSL)". When asking about access requirements ensure that forms and information is available in accessible formats and electronically by email and phone etc.</p> <p>The access limitations of the premises and the alternatives must be communicated via the website.</p>	N	
6.10	At current, visitors are not asked if they may require assistance should a fire alarm be activated.	Site manager should ensure that the appropriate procedures are implemented. This could potentially be provided as a question in the visitors sign in book.	N	

7.3	There is no ramped access into the central courtyard. This was highlighted on the previous survey.	In the short term access could be provided by a temporary ramp. In the medium to long-term, as resources become available, it is recommended that a ramp be constructed to allow step free access into the central courtyard. The ramp should have the lowest practical gradient within the range 1:20 to 1:12. Landings should be provided at the foot and head of the ramp, they should be at least the width of the ramp and not less than 1500mm long, clear of any door swing or other obstruction. BS8300 compliant handrails should be provided to both sides which are of an oval profile, be well contrasted and not cold to the touch.	M/ST	
8.2	There is limited colour contrast and there are no manifestations on doors with large glazing to aid people with visual impairments.	Ideally all doors should have contrast against the surroundings upon which they are seen. This could be achieved by painting the door frames a contrasting colour. Adding colour contrast will aid people with impaired vision. The glazed doors must be clearly highlighted with manifestation that contrasts visually with the surface behind it. This manifestation should be located within two zones, from 850mm to 1000mm from the floor and from 1400mm to 1600mm from the floor.	M	

8.4	<p>One and a half doors and larger doors have been installed at the school entrances. Double doors on site may not be wide enough for a wheelchair user when a single leaf is opened. Obstacles behind some internal doors limit how far they can open. Standing signage was also blocking one leaf of the lobby door into the Junior building.</p>	<p>It would be beneficial to convert the double doors to a door and a half system at the next refurbishment. This would allow wheelchair users a greater clearance width when using the master leaf. Refer to BS8300 - An effective clear width of less than 800 mm may result in people with poor manoeuvring ability or with large wheelchairs not being able to pass through without damage to themselves or the door. Horizontal circulation including corridors and passageways should be subject to regular inspection and maintenance to ensure that surfaces are maintained in good condition and access routes are provided at their full available width free of obstruction.</p>	M / N	
13.1	<p>The accessible WC in the Junior building has been refurbished. The manoeuvring space available in the Infant accessible WC is limited due to furniture that has been placed to create an infant changing area.</p>	<p>Accessible WCs must be regularly inspected in order to maintain the transfer zone alongside the WC free of obstructions. Bins and other items can prevent wheelchair users from approaching and transferring. An accessible infant changing facility should not usually be incorporated in a unisex accessible toilet but should be provided in a separate room.</p>	OG/N	
13.5	<p>The hand washing facilities are not colour contrasted and both the soap dispenser and mirror in the Junior WC are positioned too high above ground floor level. The hand drying facilities are also positioned too high from the ground floor and there is no mirror in the Infant WC.</p>	<p>Colour contrast should be added to the fixtures and fittings within the accessible WC. In accordance with BS8300 - Ensure that the tissue and towel dispensers should be relocated at a height of between 800mm and 1000mm above finished floor level. A full-length mirror should be present at a height between 600mm - 1600mm located away from the handbasin.</p>	M	

13.10	<p>On the day of the survey, items were placed on the transfer side of the toilets, making it difficult for wheelchair users to apply the required techniques to access the toilet.</p>	<p>It is vitally important and is strongly recommended that a management procedure be implemented to ensure that accessible WC facilities are always kept clear.</p> <p>This will enable wheelchair users to adopt the many transfer techniques available to them in which an accessible WC is designed to provide. Without a free transfer area, a wheelchair user is highly unlikely to be able to use a facility.</p>	N	
13.11	<p>On the day of the survey cord alarm was tied up away from the floor.</p>	<p>This could result in distress calls in not being answered. The accessible WC call alarm should be untied and maintained at full length in the correct position 100mm above ffl. Implement a management procedure to ensure that cord alarms are always kept loose and not tied up.</p>	N	

16.6	<p>There were no induction loops available in the Junior or Infant Hall to aid people with hearing impairments. Such areas of the school may frequent visitors such as parents.</p>	<p>Install an induction loop to benefit hearing aid users. An induction loop or similar should be present at the premises where visitors are likely to experience presentations, meetings, training etc.</p> <p>It is a legal requirement under the Equality Act 2010 to provide auxiliary aids.</p> <p>Direct Access has a partnership with a world leading induction loop manufacturer to provide auxiliary aids for people with hearing impairments. Please contact the Direct Access Implementation Team for more details at info@directaccess.group or read more at https://directaccessgp.co.uk/induction-loops-and-hearing-enhancement-systems/</p> <p>According to BS8300 - A hearing enhancement system, using induction loop, infrared or radio transmission, should be installed in rooms and spaces used for meetings, lectures, classes, performances, spectator sport or films, and at service or reception counters where the background noise level is high or where glazed screens are used.</p>	M	
16.7	<p>There are no portable induction loops that could be transported around the school as and when required.</p>	<p>Portable Induction Loops would be beneficial for one-to-one meetings at the premises.</p> <p>Purchase a portable induction loop which can be transported around the premises when required.</p> <p>Signage should be provided indicating that the availability of a portable induction loop is available on request.</p>	M	

17.2	There is no level egress from the kitchen as it leads to a platform and then steps. This was identified in the previous access survey. Other exits around the school have suitable areas to evacuate from.	Deemed reasonable to retain in the short term. In the event of a disabled person working in this area suitable level egress by way of a ramp or managed evacuation equipment in conjunction with a suitable PEEP (SEE 18.6).	N/A	
17.3	Wheelchair users can navigate to a place of safety with sufficient space when outside both sites. The fire exit from the kitchen leads directly on to a platform which a wheelchair user would not be able to evacuate from.	Refer to 17.2.	N/A	
18.3	There were no obvious signs of obstacles. Referring to areas with limited mobility space, wheelchair users would not have sufficient space to manoeuvre themselves in tight corridors and areas where doors do not open appropriately, such as the Junior staffroom.	It is noted that space is restricted by structural constraints. Wherever possible ensure that all access routes maintain a minimum clear width. It is preferable to have a minimum aisle width of 1200mm with 1800mm diameter turning space where a turn or return is required.	N	
18.5	Are there appropriate procedures in place to check that exit routes are free from obstacles and that alarm systems, including those in WCs, are regularly checked?	Exit routes should be regularly checked to ensure that level access is provided, where appropriate, and the routes are free of obstructions. Systems must be regularly checked to ensure that the sounders and visual alarms are working and responded to.	N	

18.6	Are there egress plans available for each member of staff and visitors to the school who may need assistance?	Site management need to ensure that the appropriate personal egress plans are available for each member of staff needing assistance. PEEPS (Personal Emergency Evacuation Plans) are recommended to be provided, practiced and implemented by building management to ensure that correctly trained personnel and the correct equipment is in place to facilitate the efficient evacuation of disabled people, as recommended in BS9999/46.2 & Part B/B1.xvi. Guidance on providing PEEPS can be found here https://www.gov.uk/government/publications/fire-safety-risk-assessment-means-of-escape-for-disabled-people .	N	
18.7	Are general escape strategy and personal emergency egress plans regularly checked?	Site management need to ensure that both the general escape strategy and personal emergency egress plans are regularly checked for efficiency and effectiveness.	N	
18.8	Are there procedures in place to test emergency cord alarms and induction loops at regular intervals to ensure effectiveness?	All Accessible WC alarms should be subject to regular inspection to ensure that the alarm is in working order and that the alarm cord remains located in the correct position. This should be implemented and recorded as appropriate. Should a legal complaint be made as a result of a distress call going unnoticed, the log book may be requested.	N	

PRIORITY B

1.1	<p>Outside of the school, there are bus stops situated on Fryston Road. The school also has a car parking directly outside of the school main entrance. There are currently no accessible car parking spaces on this site. Options on how to arrive at the school should be clearly displayed on the website.</p>	<p>Options on how to arrive at the site should be clearly illustrated on literature and on the website.</p> <p>The information regarding the site on the internet should be fully accessible for persons with reading disabilities through enlargement capability and screen readers, combined with synthetic speech or Braille displays. A clear and logical design that includes written explanations for visual or audio content. Text and graphics should be easily understood without use of colour.</p> <p>The new revision of the BS8300 highlights the importance of communication prior to a site visit. BS8300 states that clear and accurate pre-visit information via websites, literature, social media, telecommunications that is easy to access and understand and available in alternative formats, including details of modes of transport, parking, drop-off and what level of accessibility to expect on arrival should be provided.</p>	<p>N</p>	
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1.3	<p>The pathways on approach to the main school entrance may be too narrow for a wheelchair user, particularly if passing other pedestrians. This could cause visitors to the school to have to use the road instead of pavements. This was highlighted during the previous audit.</p>	<p>May be deemed difficult to rectify. Undertake liaison with the responsible body to assess whether it may be possible to widen one of the pathways on approach to the school. According to BS8300 - To be accessible, the minimum unobstructed width of an access route should be: a) at least 1800mm, if there is intense simultaneous use in both directions by the population at large, including people in wheelchairs; b) at least 1500mm, if the route is less busy and passing places are provided for wheelchair users; c) at least 1200 mm, in exceptional circumstances, e.g. for rarely used access routes; d) at least 900mm, for paths within the curtilage of a single dwelling.</p>	N	
4.5	<p>There are external steps at the preschool, Infant and Junior site with no colour contrasting nosings at the edge of the steps. Additionally, there are steps at the rear of the Junior building that are in need of repainting.</p>	<p>Bright colour contrast needs to be painted to the edge of the step nosings to clearly highlight their presence. BS8300 - Each step nosing should incorporate a durable, permanently contrasting continuous material for the full width of the stair on both the tread and the riser to help people who are blind or partially sighted appreciate the extent of the stair and identify individual treads. The contrasting material should extend 50 mm to 65 mm in width from the front edge of the tread and 30 mm to 55 mm from the top of the riser, and should contrast visually with the remainder of the tread and riser.</p>	OG	

5.5	Doors used for children's entrance and the Infant entrance have clear, vision panels. The main entrance has a vision panel on the half door, which was partially covered on the day of the survey. There is no vision panel on the preschool entrance door.	<p>It is recommended that site management implement a procedure to ensure that the temporary notices are not on the vision panels. This will prevent a potential collision hazard.</p> <p>BS8300 - Entrance doors and lobby doors should have viewing panels to alert people approaching a door to the presence of another person on the other side.</p>	M	
6.3	Neither reception desk had a split counter to aid wheelchair users or people small in stature. The sign in screens were also too high from ground floor level to be accessible for all.	The reception should be designed to accommodate both standing and seated customers with at least one section of the counter 1500mm wide, with its surface no higher than 760mm, and a knee recess 500mm deep up to a height of 700mm.	M	
7.1	Many corridors along the school were wide enough for wheelchair use. The corridor in the preschool building, as well as the corridors leading to the SENDCO office, 'the learning hub' and the entrance into the staffroom do not provide adequate space for a wheelchair user as there is a limited turning approach into the rooms.	Consider rehinging the door to the staffroom. Deemed reasonable to retain the staff corridor as this would require structural works. In the event of a disabled person accessing these areas as an employee a review of circulation and access to key facilities should take place immediately to improve accessibility. All access routes should maintain a minimum clear width. It is preferable to have a minimum aisle width of 1200mm with 1800mm diameter turning space where a turn or return is required.	OG/N	

12.3	Colour contrast was evident in Infant staff WC and Year 6 WCs. Fixtures in preschool and Infant's WC have limited colour contrast.	<p>Greater contrast should be considered for the fixtures and fittings within the WCs. This can be achieved by having light sanitary ware seen against a dark background or vice versa.</p> <p>According to BS8300 - to help blind and partially sighted people identify key objects within sanitary accommodation, support rails and grab rails should contrast visually with the wall, the WC seat and cover should contrast visually with the WC pan and cistern, and sanitary fittings and accessories should contrast visually with the background against which they are seen.</p>	M	
12.4	Areas with suitable colour contrasting compartment doors include nursery, boy's cubicle in lower key stage two, Year 3 and Year 6. Other cubicles across the site had limited colour contrast. Locks were a suitable sliding mechanisms in all toilets.	Cubicle doors throughout should appropriately colour contrasted to identify doors within frames to aid people with impaired vision. A difference of 30 points LRV (Light Reflectance Value) is recommended as appropriate contrast. Also refer to 12.3.	M	
12.5	There are no grab rails located by the urinals to aid ambulant disabled people.	A well contrasted grab rail should be provided to both sides of one urinal in every WC where applicable.	M	
12.6	A variety of tap types have been used on site. It is recommended that lever style or sensor taps are used to aid people with limited dexterity.	<p>A rolling programme should be implemented to replace the remaining push or turn taps with lever style, this will aid people with limited dexterity in their wrists.</p> <p>According to BS8300 - Taps should either be mixer taps with an up and down action to control water flow or individual hot and cold lever operated taps with not more than a quarter turn from off to full flow.</p>	M	

13.4	Door locks are compliant with BS8300. Colour contrast is not present on the Infant WC door and handle. The light switch in the Infant WC is positioned too high off the ground floor level.	A well contrasted grab rail should be provided to the inner face of the accessible WC door to aid people with visual impairments. All switches that require precise hand movement, such as light switches, should be located between 750mm – 1200mm from floor level.	M	
13.7	Grab rails are colour contrasted. The grab rail located on the transfer side of the Junior WC is stiff and could be difficult to move by someone with limited mobility. The Infant accessible WC is missing one grab rail and on the day of the survey the grab rails on the transfer side of the WC were blocked by bins.	Where possible, vertical support bars at least 600mm long should be fixed each side of the washbasin, with their mid point at 1100mm above the floor. Scheduled inspections, maintenance and repair are recommended to ensure that the grab rails and fixings remain fit for purpose and can be easily operated. Also refer to 13.1.	N/M	
15.2	On entering the reception area, there is a lack of suitable directory signage.	Signs and universally accepted symbols or pictograms, indicating lifting appliances, stairs, toilets, circulation routes and other parts of the building, should be provided in the reception area. Visual signs should be self-evident and, in particular, legible to partially sighted people. Refer to 15.1 to review way finding.	M	

15.3	<p>There is a lack signage to indicate where the toilets are located, there is no signage on the preschool, adult toilets door or on the Infant accessible WC door. None of the provided signs include tactile or Braille.</p>	<p>The appropriate toilet signage should be provided as part of the recommended way finding review, refer to 15.1. As well as signage on the toilet doors, there should also be signs indicating where the accessible WCs are located.</p> <p>BS8300 states - Information and direction signs should be provided at each point where they are required, e.g. at junctions of circulation routes, at key locations such as doorways and reception points, at facilities such as telephones and toilets, and in rooms, spaces and counters. The colour, design and typeface of signs should be consistent throughout a building. All accessible WC door signage to be accessible to all disabled people with Braille and embossed lettering preferred.</p>	M	
15.7	<p>Newsletters are at accessible height at front reception in Junior entrance. There is no signage to indicate if information is available in different formats upon request at the Junior or Infant entrances.</p>	<p>It is recommended that signage be installed to indicate that all public information issued can be provided in accessible formats on request. Direct Access is able to provide materials in accessible formats such as Braille, BSL (British Sign Language), tactile maps and audio descriptions. Please contact the Direct Access Implementation Team for more details at info@directaccess.group.</p>	M	
16.1	<p>Both Infant and Junior classrooms and corridors had good lighting overall. There is poor lighting in the preschool cloakroom, female staff WC in the Junior building and Infant Hall. One of the Infant Hall lights was flickering on the day of the survey, which could be hazardous to people with visual impairments and/or photosensitivity.</p>	<p>Lighting in a corridor should be even, diffused and without glare, reflections or shadows. Artificial lighting for corridors that receive no daylight should be designed to achieve an illuminance at floor level of at least 100 lux. Artificial lighting should also undergo maintenance to avoid any flickering.</p>	M	

16.5	There were limited soft surfaces in both the Junior and Infant halls, causing some echoing. The IT server in Year 1 classroom created an obtrusive background noise.	Investigate introducing soft furnishings within larger areas and see if this improves the acoustics. Hard materials used for ceilings, walls and particularly floors, reflect sound and create a noisy environment in which a person who is deaf or hard of hearing might have difficulty in understanding what is being said. Similarly, a blind or partially sighted person, relying on the character quality of reflected sounds, might become confused because of extended reverberation times, or an echo effect. Ceiling, wall and floor materials should contribute to an acoustic environment that helps and enables audible information to be clearly heard.	N	
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1.8	<p>There is minimal seating with armrests in the nursery and infant playgrounds. The Junior playground, although had more seats available, had none with armrests. Chairs with armrests could help parents/carers and those with ambulant disabilities.</p>	<p>Provide benches with armrests. Ensure that the armrests are well contrasted and that there is a space either side of the seat so that a wheelchair user can park alongside a seated companion.</p> <p>Seating should meet the following recommendations.</p> <ol style="list-style-type: none"> 1) There should be a variety of seat heights, ranging from 380 mm to 580 mm, within which a height of 480 mm is suitable for wheelchair users. 2) Armrests should be provided to help people lower themselves onto the seat and stand up. 3) Where the seat is set at a height suitable for wheelchair users, armrests should not be at the extreme end of the seat but set in so as not to restrict the lateral transfer from a wheelchair to the seating. they should also not restrict front or oblique transfer. 4) A supportive back-rest should be incorporated for at least 50% of the length of the seat. 	M	
2.5	<p>There are numerous parts of the parking area that have an uneven surface, which could be tripping hazards. The approach to the entrance from the parking spaces is all accessible for those unable to negotiate steps.</p>	<p>Undertake remedial works to the tripping hazards within the car park, ensure that the surfaces are smooth. AD M - All access routes to principal, or alternative accessible, entrances should be surfaced so that people are able to travel along them easily, without excessive effort and without the risk of tripping or falling.</p>	M	

4.1	<p>Steps leading into the central courtyard had tactile paving however there was a gap between the tactile paving and the ground floor step. This could be a tripping hazard. Other external steps around the site did not have tactile paving to assist people with impaired vision.</p>	<p>Implement a rolling programme to install tactile paving to the top of the external steps throughout the site.</p> <p>BS8300 - To give advance warning of a step, tactile paving with a corduroy hazard warning surface should be provided at the top and bottom of each flight, excluding intermediate landings with continuous handrails. Where the approach to the stair is wider than the flight, the tactile surface should extend beyond the line of each edge of the flight.</p>	M	
4.2	<p>Many of the ramps both in the Infant and Junior school had suitable handrails. The handrail leading to the kitchen entrance as well as the handrails in the central courtyard were exposed metal, making them cold to the touch. Hand-railings are recommended for the full length of the steps in the central courtyard.</p>	<p>BS8300 compliant handrails should be installed to both sides of the external steps. The handrails should be coated with nylon or a suitable alternative to ensure that they are well contrasted and not cold to touch.</p> <p>The handrails need to be one with a suitable profile (circular: 40 – 45mm, oval 50mm, in diameter)</p> <p>The handrail should be installed at a height of 900mm and needs to continue horizontally at least 300mm beyond the top and the bottom and should not project into the route of travel at final landings.</p>	M	

5.2	<p>The Junior and Infant entrances were suitable for wheelchair access. Double doors were used at the children's entrances, which may not be wide enough for wheelchair access when only a single leaf is opened. It would be preferable to make these a door and a half system.</p>	<p>It would be beneficial for wheelchair users to convert these doors to a door and a half system. This would allow wheelchair users a greater clearance width when using the master leaf.</p> <p>Refer to BS8300 -An effective clear width of less than 800 mm may result in people with poor manoeuvring ability or with large wheelchairs not being able to pass through without damage to themselves or the door. Use of the preferred effective clear width more easily accommodates people with assistance dogs and where there is heavy pedestrian traffic.</p>	M	
5.4	<p>Not applicable for the Junior and Infant entrances as they have ramps. The signage located by the preschool entrance does not indicate a route to the back of the building for wheelchair access.</p>	<p>Signposting should be provided to direct disabled people to an alternative accessible entrance. Any signage provided should feature the access symbol and correct directional arrow. The alternative entrance must be open and available for use or have suitable procedures in place to provide assistance on demand.</p>	M	
5.6	<p>Many doors had suitable door controls. The Infant entrance had a push-pad automatic door. Several doors between the preschool and Junior building had controls that were of an unsuitable height for wheelchair users or people small in stature.</p>	<p>For the doors with unsuitable furnishings and controls, it would be beneficial for a rolling programme to be implemented so that door furniture can be replaced by more accessible contrasted handles capable of being operated using a closed fist. The door lock should be located at a height of 900mm and in line with the handle or at least within 72mm of the handle.</p>	M	

5.11	Automatic doors are available and suitable at the Infant entrance. The main entrance to the Junior building would benefit from automatic doors when budget permits.	To be reviewed. Providing powered doors would improve accessibility for a range of users and should be considered. Power-operated pedestrian doors for installation in existing and new construction should be one of the following two types: a) a manually activated door controlled by a push pad, coded entry system, card swipe or remote control device; or b) an automatically activated door controlled, for example, by a motion sensor or a hands-free proximity reader. the provision and installation of power-operated doors should be in accordance with BS 7036-1. Manual activation controls for power-operated pedestrian doors should be located at a height of between 750mm and 1000mm from finished floor level. In order to be clearly visible, they should contrast visually with the surrounding background.	ST	
6.6	The glazed screen at Junior reception is fairly reflective, which may hinder those who lip-read.	The reception should not feature glazed or reflective surfaces that cause lighting glare. If possible lighting should be adjusted to provide even illumination of 150 lux with increased task lighting where signing-in or readings is required.	M	
6.7	There is no signage regarding if information is available in accessible formats.	It is recommended that signage be installed to indicate that all public information issued can be provided in accessible formats on request. Direct Access is able to provide materials in accessible formats such as Braille, BSL (British Sign Language), tactile maps and audio descriptions. Please contact the Direct Access Implementation Team for more details at info@directaccess.group .	M	

8.1	<p>Many doors in the Infants and Juniors are colour contrasted blue or green. Doors which have limited distinction from their surroundings (in both the Infant and Junior sites) may be difficult for visually impaired people to use.</p>	<p>Ideally all doors should have contrast against the surroundings upon which they are seen. This could be achieved by painting the door frames a contrasting colour. Adding colour contrast will aid people with impaired vision. According to BS8300 - Colour and luminance contrast should be used to distinguish the boundaries of floors, walls, doors and ceilings, e.g. if the architrave is the same colour as the door but a different colour from the surrounding wall, it may outline the opening for some visually impaired users when the door is open.</p>	M	
8.3	<p>Although many do, not all doors have vision panels across the Infants and Juniors. Some doors have their vision panels obscured by temporary signage. No vision panels and covered vision panels could be a collision hazard.</p>	<p>A rolling refurbishment programme should be implemented to install new BS8300 compliant doors with vision panels.</p> <p>Vision panels need to be included in frequently used doors where privacy (toilets etc.) is not required with a minimum visibility zone between 500mm and 1500mm from floor level and located at the side of the leading edge.</p> <p>Glass should comply with BS6206.</p> <p>It is recommended that site management implement a procedure to ensure that the temporary notices are not on the vision panels. This will prevent a potential collision hazard.</p>	M	

8.6	Double doors throughout the corridors of school are fire-doors, making them heavy to open.	It is recommended that a review should be undertaken and an exercise should be implemented to go through each door, attempting to reduce the pressure required to open the doors. Doors should not require more than 30 Newtons of force to open. If the force required for opening doors is greater than wheelchair users and people with limited strength can manage, they will be unable to continue their journeys independently. BS8300 - Where the force required to open a fire-resisting door on a circulation route exceeds 30 Newtons an electrically powered hold-open device, either stand-alone or integral in the body of the closer, which conforms to BS EN 1155 should be installed.	OG	
14.1	Junior staffroom had good, contrasting seating with armrests. Seats in the preschool and infant staff area had no armrests to aid ambulant disabled people.	Ensure that there is a chair with armrests available in staff areas and areas where waiting may occur. According to BS3800 - If a seat is too high or too low, or if there are no armrests or side supports, a person may experience considerable discomfort as a result of poor posture, A person may also have difficulty rising from a seated position if the seat is set too low or has no armrests. Where possible a variety of seat heights at 380mm, 480mm and 580mm should be provided with some seating available with armrests. For single height only the seat height should be between 450mm – 480mm.	M	
14.2	Some classrooms throughout preschool, Infant and Junior buildings had chairs with armrests, but this is inconsistent throughout the school. Chairs in Year 6 were the same colour as the floor, which may be difficult for those with visual impairments.	It is recommended that there is a chair with armrests available in each classroom. Refer to 14.1. Also ensure that any new furniture purchased will suitable colour contrast against the background upon which it is seen. Seating should contrast visually with the surrounding surfaces. A contrast of 30 points LRV difference offers sufficient contrast.	M	

14.3	Dining counters do not feature induction loops to aid people with hearing impairments.	Deemed reasonable to retain until a student with a hearing impairment requests his facility. No further action.	N/A	
14.7	There are no height adjustable tables or facilities in the life skills area to accommodate wheelchair users and people of small stature.	At the next refurbishment for the life skills room, consider a height adjustable work station for wheelchair users and people of small stature who may require them in shared workshop and task areas. In workplaces, adjustable height desks should be provided subject to individual workplace assessments.	M	
15.1	The Junior and Infant sections of the building are colour coordinated. There is clear signage used in external areas of the school. There is limited pictorial and no Braille signage available in internal areas.	<p>Review of way finding signage required. Whilst the latest BS8300 revision has downplayed the requirement for Braille, it has highlighted the importance of pictorial signage.</p> <p>Pictorial signage should be considered for throughout the site. There should be new directory boards and tactile/Braille signage on the actual doors.</p> <p>Words entirely in upper case type (capital) should also be avoided. A sans serif type face with a relatively large “capital” height to “x” height should be used. Symbols should also be used to compliment signage where possible.</p> <p>BS8300 - Signs and universally accepted symbols or pictograms, indicating lifts, stairs, circulation routes and other parts of the building should be provided. Visual signs should be self- evident and, in particular, legible to visually impaired people. Plain English and pictograms together should be used to assist people with learning difficulties.</p>	M	



PRIORITY D				
1.4	Surrounding the school there is some uneven paving with cracks between surfaces.	Remedial works should be undertaken to the paving to eliminate the potential tripping hazard. BS8300 - Uneven surfaces, surfaces of loose materials (e.g. gravel) and large gaps between paving materials cause problems for wheelchair users, people with impaired vision and people who are, generally, unsteady on their feet.	M	
1.9	Some of the gates between the Nursery, Infant and Junior sites had no colour contrast. Intercoms at both sites (Infant gate, Junior gate and car access) were too high from the ground to be accessible for wheelchair users or people of short stature. The gate sign for the intercom was all in capital letters.	Add colour contrast to the gates and their controls to aid people with impaired vision. The means of indicating that the call is acknowledged should be both audible and visible to aid people with hearing impariments. The intercom/call button should be relocated at a height of between 900mm and 1100mm. Intercoms and gate control systems can be very difficult for disabled people to operate from their vehicles. Make sure that a phone number or suitable alert and management system are in place to provide alternative access for anyone that cannot operate the gate control system. Signage should show best practice of upper- and lower-case writing.	M	
2.7	Is the lighting along the front facade of the Junior building frequently checked to ensure that the car park is adequately lit?	Site management to undertake investigation of the lighting levels within the car parking areas during darker hours to ensure that they are sufficient.	N	

3.1	The ramps around both the Infant and Junior site do not have colour contrast to indicate the presence of a gradient. On the day of the survey, the ramp up to the mobile classroom was being reconstructed.	<p>Colour contrast should be added to the surface of the ramps.</p> <p>According to BS8300 - The surface of a ramp should contrast visually with the landings and the edge protection so that its presence is discernible by people who are blind or partially sighted.</p>	OG	
4.3	Are external steps adequately lit during darker hours?	Site management should undertake a review of the step lighting levels during darker hours to ensure that the step treads are evenly lit. Lighting on external steps and ramps should achieve a minimum level of 100 lux where they are external and adjacent to entrances/exits of buildings.	N	
5.10	Many of the free standing weather mats were flush with a rubber backing but could be deemed a trip hazard.	<p>Consider installing recessed mats which are flush with the surrounding flooring. This will ensure that there is no potential tripping hazard.</p> <p>Refer to BS8300 - any matting should either have its surface level with the adjacent floor finish or, if surface laid, be of a type that has a rubber backing and chamfered edges. if, in exceptional circumstances other types of surface laid mats are used, they should be securely fixed to the floor at their edges and at any joints, to avoid the risk of tripping or slipping.</p>	M	
6.4	There is no colour contrasted flooring at the reception desks to aid people with impaired vision.	It is recommended that a section of the flooring in front of the reception desk be replaced with an alternative that is suitably colour contrasted. This will aid people with impaired vision when attempting to locate the reception desk.	M	

8.7	Security keypads are positioned too high from the ground floor level for wheelchair users. Some may also be difficult to use for those with dexterity impairments.	Keypad systems, which require more precise hand control, should be orientated vertically, within a height range of 900mm to 1000mm. As indicated in the previous audit, a review should be undertaken to assess whether a swipe card system could be implemented. According to BS8300 - Disabled people with a weak hand grip or poor co-ordination, find that using a card to open a door lock is easier.	M	
12.2	Slip resistant flooring is present in the majority of WCs. Flooring may become slippery when wet in female Year 4, Junior building WC.	Floors should be slip-resistant, especially when wet. Large areas of shiny floor and wall surface should not be used as they can produce reflections and glare that confuse partially sighted people.	M	
14.8	Lever style taps are present in Year 5. For other sink areas across preschool, Infants and Juniors, lever style or sensor taps are recommended. There is no split height work surface in the staff kitchenette.	A rolling programme is recommended to change the taps to either mixer taps with a single lever action to control water flow, or individual, clearly marked, hot and cold lever operated taps with not more than a quarter turn from off to full flow. This would aid people with dexterity impairments. At the next refurbishment or when kitchenettes are changed, consideration should be given to installing split height work surfaces. This will ensure that the facilities can be used by all in the event of employment of a disabled person.	M	
15.6	Numerous notice boards have a reflective protective cover, causing surfaces to be difficult to read due to glare. Signage for Infant entrance does not display good practice to use both upper- and lower-case lettering.	At the next planned refurbishment for the noticeboards, ensure that noticeboards have protective covers that do not reflect light or produce a glare. Signage text should be replaced with text beginning with an upper-case letter and continuing with lower case letters. Text entirely in upper case type (capitals) should not be used.	N/M	

16.2	<p>A selection of light switches across the Infant and Junior site were colour contrasted. However, the white-on-white light switches produce limited colour contrast, which may be difficult for those with visual impairments to locate. Switches were placed at varying heights around both the Infant and Junior building, making some inaccessible for those using a wheelchair or small in stature. When located behind furniture (library) or amongst surrounding media, some light switches may be difficult to locate.</p>	<p>Switch front plates should contrast visually with their background. All switches that require precise hand movement, such as light switches, thermostats etc, should be located between 750mm – 1200mm from floor level. As recommended in the previous audit, sensor lighting should be considered throughout the school, which is not only energy efficient but also far more accessible than light switches that may not colour contrast the walls or be positioned at awkward heights for wheelchair users.</p>	M	
18.1	<p>There were leaves covering some of the external steps on the day of the survey.</p>	<p>Scheduled inspections of these pedestrian access routes should be carried out to keep them clear.</p>	OG	

Audit

Question	Response	Details
Checklist 1 - Approach Routes & Street Furniture		
<p>1.1 - Is the school within convenient walking distance of: -</p> <ul style="list-style-type: none"> _ Public Highway and Pathways? _ Public Transport e.g. Bus Stops? _ Car parking? (For car parking refer to Checklist 2) 	B	<p>Outside of the school, there are bus stops situated on Fryston Road. The school also has a car parking directly outside of the school main entrance. There are currently no accessible car parking spaces on this site.</p> <p>Options on how to arrive at the school should be clearly displayed on the website.</p>
<p>1.2 - Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are DeafBlind?</p>	Yes / N/A	<p>Located outside of the school, there is a pedestrian crossing with tactile paving and turn cones to aid DeafBlind users.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Appendix 1</p> </div> <div style="text-align: center;">  <p>Appendix 2</p> </div> </div>		
<p>1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?</p>	B	<p>The pathways on approach to the main school entrance may be too narrow for a wheelchair user, particularly if passing other pedestrians. This could cause visitors to the school to have to use the road instead of pavements. This was highlighted during the previous audit.</p>



Appendix 3

Appendix 4

1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?

D

Surrounding the school there is some uneven paving with cracks between surfaces.



Appendix 5

Appendix 6

Appendix 7

1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?

Yes / N/A

The school has clear signage for each school's location from the street. No issues to report.



Appendix 8

Appendix 9

1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?

Yes / N/A

Bike racks located at the main entrance to the junior school are clearly identifiable.



Appendix 10

1.7 - Free from hazardous building features such as outward-opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?

Yes / N/A

There were no obvious hazards on the day of the survey. No issues to report.

1.8 - Adequate seating provided along routes? Is there suitable seating within the play areas?

C

There is minimal seating with armrests in the nursery and infant playgrounds. The Junior playground, although had more seats available, had none with armrests. Chairs with armrests could help parents/carers and those with ambulant disabilities.



Appendix 11



Appendix 12



Appendix 13



Appendix 14



Appendix 15



Appendix 16



Appendix 17



Appendix 18

1.9 - Are entrance gates appropriately colour contrasted and do intercoms have accessible features?

D

Some of the gates between the Nursery, Infant and Junior sites had no colour contrast. Intercoms at both sites (Infant gate, Junior gate and car access) were too high from the ground to be accessible for wheelchair users or people of short stature. The gate sign for the intercom was all in capital letters.



Appendix 19



Appendix 20



Appendix 21



Appendix 22



Appendix 23



Appendix 24



Appendix 25


1.10 - Is there accessible play equipment provided for children with impairments? Are all key external areas accessible such as wildlife areas?

Yes / N/A

There was a gradual inclined path leading onto the main field/ playing area behind the Junior building.



Appendix 26

Checklist 2 - Car Parking		
2.1 - Are accessible bays provided for badge holders?	A	There are no accessible bays provided at this site.
2.2 - Accessible bays clearly sign-posted from the site's car park entrance? Is there signage to the front of the bays?	Yes / N/A	Not currently at this site.
2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheelchair parked alongside?	Yes / N/A	Not currently at this site.
2.4 - Close enough to facilities the car park serves?	Yes / N/A	The car park is directly outside the main entrance to the Junior School.
2.5 - Routes from parking area to site entrance accessible, with dropped kerbs and appropriate tactile warnings? Car Park surface smooth, even and free from loose stones?	C	There are numerous parts of the parking area that have an uneven surface, which could be tripping hazards. The approach to the entrance from the parking spaces is accessible for those unable to negotiate steps.
 <p>Appendix 27 Appendix 28</p>		
2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?	Yes / N/A	Not applicable for this school.
2.7 - Is the car park adequately lit? Do staff members frequently check the level of lighting within the car park?	D	Is the lighting along the front facade of the Junior building frequently checked to ensure that the car park is adequately lit?



Appendix 29

Checklist 3 - External Ramps

3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?

D

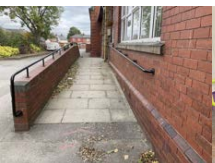
The ramps around both the Infant and Junior site do not have colour contrast to indicate the presence of a gradient. On the day of the survey, the ramp up to the mobile classroom was being reconstructed.



Appendix 30



Appendix 31



Appendix 32



Appendix 33



Appendix 34



Appendix 35

3.2 - Suitable handrails on each side?

Yes / N/A

All of the ramps located between the Infant building and the Junior building had handrails to both sides, fitting the correct profile.



Appendix 36



Appendix 37



Appendix 38



Appendix 39

3.3 - Surface slip-resistant, firmly fixed and easy to maintain?

Yes / N/A

Each ramp appeared to have a slip-resistant surface which was firmly fixed and easy to maintain.

3.4 - Edges protected to prevent accidents?	Yes / N/A	The edging was deemed suitable. No issues to report.
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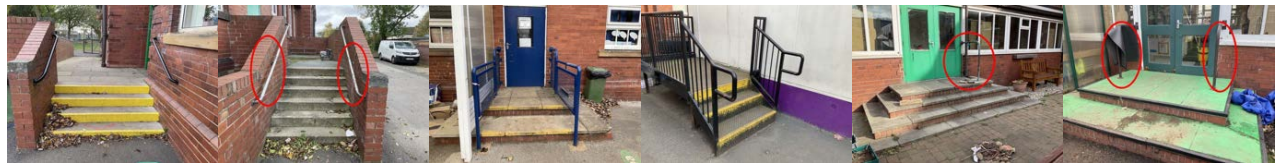
Checklist 4 - External Steps

4.1 - Visual and tactile warnings at the top and bottom of steps?	C	Steps leading into the central courtyard had tactile paving however there was a gap between the tactile paving and the ground floor step. This could be a tripping hazard. Other external steps around the site did not have tactile paving to assist people with impaired vision.
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Appendix 40 Appendix 41 Appendix 42 Appendix 43 Appendix 44 Appendix 45

4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?	C	Many of the ramps both in the Infant and Junior school had suitable handrails. The handrail leading to the kitchen entrance as well as the handrails in the central courtyard were exposed metal, making them cold to the touch. Hand-railings are recommended for the full length of the steps in the central courtyard.
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Appendix 46 Appendix 47 Appendix 48 Appendix 49 Appendix 50 Appendix 51

4.3 - Lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?	D	Are external steps adequately lit during darker hours?
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Appendix 52



Appendix 53

4.4 - Treads long enough and all of the same length? Risers shallow enough, all of the same height, and unlikely to trip users? Are there open risers?

Yes / N/A

All treads are all of the same length on the external steps and there are no open risers. No issues to report.

4.5 - Nosings readily identifiable? If nosings are painted, is the paint still durable with no wear and tear?

B

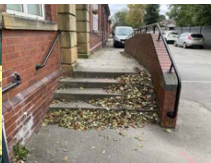
There are external steps at the preschool, Infant and Junior site with no colour contrasting nosings at the edge of the steps. Additionally, there are steps at the rear of the Junior building that are in need of repainting.



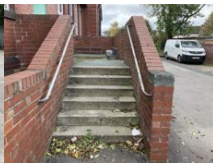
Appendix 54



Appendix 55



Appendix 56



Appendix 57



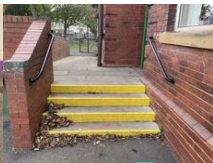
Appendix 58



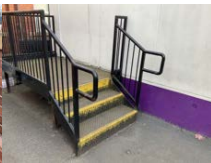
Appendix 59



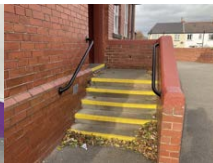
Appendix 60



Appendix 61



Appendix 62



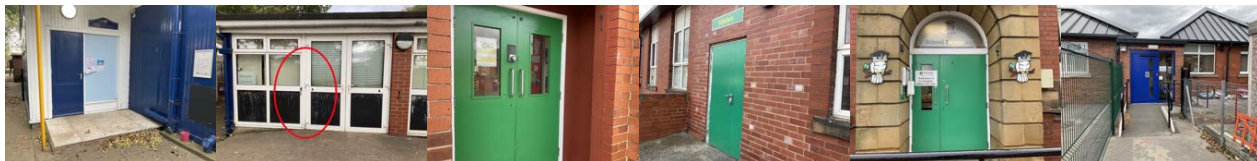
Appendix 63

Checklist 5 - Entrances

5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?

Yes / N/A

The main entrances to the preschool, Infant and Junior sites were clearly distinguishable with colour contrast.
 Many of the entrance doors into the site were also clearly signposted.
 The preschool playground doors had limited contrast to surrounding windows.



Appendix 64

Appendix 65

Appendix 66

Appendix 67

Appendix 68

Appendix 69



Appendix 70

5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheelchair user to open the door while clear of the door swing?

C

The Junior and Infant entrances were suitable for wheelchair access.
 Double doors were used at the children's entrances, which may not be wide enough for wheelchair access when only a single leaf is opened. It would be preferable to make these a door and a half system.



Appendix 71

Appendix 72

Appendix 73

<p>5.3 - Level or flush threshold?</p>	<p>Yes / N/A</p>	<p>The main entrances to the Junior and Infant site had level thresholds.</p>
<p>5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?</p>	<p>C</p>	<p>Not applicable for the Junior and Infant entrances as they have ramps. The signage located by the preschool entrance does not indicate a route to the back of the building for wheelchair access.</p>
<div data-bbox="483 699 909 858" data-label="Image"> </div> <div data-bbox="526 874 649 901" data-label="Caption"> <p>Appendix 74</p> </div> <div data-bbox="736 874 862 901" data-label="Caption"> <p>Appendix 75</p> </div>		
<p>5.5 - Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?</p>	<p>B</p>	<p>Doors used for children's entrance and the Infant entrance have clear, vision panels. The main entrance has a vision panel on the half door, which was partially covered on the day of the survey. There is no vision panel on the preschool entrance door.</p>



Appendix 76

Appendix 77

Appendix 78

Appendix 79

Appendix 80

5.6 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?

C

Many doors had suitable door controls. The Infant entrance had a powered door. Several doors between the preschool and Junior building had controls that were of an unsuitable height for wheelchair users or people small in stature.



Appendix 81

Appendix 82

Appendix 83

Appendix 84

Appendix 85

Appendix 86

5.7 - Door closer of appropriate type? Can the door be easily opened single handedly?

Yes / N/A

The main entrances had doors which could be easily opened.

5.8 - Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?

A



The entry phones and intercoms at both the Infant and Junior school were too high from ground floor level for wheelchair users and those small of stature. Neither including an LED display to accommodate people with hearing impairments.



Appendix 87

Appendix 88

Appendix 89

<p>5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?</p>	<p>Yes / N/A</p>	<p>Manifestations are not required for the main entrances to the Infants or the Junior school.</p>
<p>5.10 - Weather mat of firm texture and flush with floor?</p>	<p>D</p>	<p>Many of the free standing weather mats were flush with a rubber backing but could be deemed a trip hazard.</p>
<div style="display: flex; justify-content: space-around; align-items: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> Appendix 90 Appendix 91 Appendix 92 Appendix 93 </div>		
<p>5.11 - Are automatic doors provided? If so, do these remain open long enough for a slow-moving person to pass through? Are visual and tactile warnings provided? If automatic doors are operated via a push pad rather than a sensor, are these clearly seen on approach?</p>	<p>C</p>	<p>Powered doors are available and suitable at the Infant entrance. The main entrance to the Junior building would benefit from powered doors when budget permits.</p>
<div style="display: flex; justify-content: center; align-items: center;">  </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 5px;"> Appendix 94 </div>		

Checklist 6 - Reception Areas and Lobbies

6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?

Yes / N/A

The partially glazed entrances at both the Infant and Junior site provide a clear view of outside.
On the day of the survey, a temporary notice was partially covering the Junior entrance vision panel. It is recommended that these are kept clear.



Appendix 95

Appendix 96

6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?

Yes / N/A

The lighting in both the Infant and Junior lobby was suitable.



Appendix 97

Appendix 98

6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?

B

Neither reception desk had a split counter to aid wheelchair users or people small in stature. The sign in screens were also too high from ground floor level to be accessible for all.



Appendix 99

Appendix 100

6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?

D

There is no colour contrasted flooring at the reception desks to aid people with impaired vision.



Appendix 101

Appendix 102

6.5 - Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?

A

An induction loop has been fitted in the Junior reception area. It is recommended that signage for it is kept in clear view. There is no induction loop in the Infant reception.



Appendix 103

Appendix 104

Appendix 105

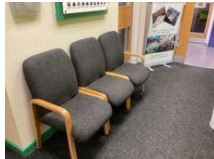

6.6 - If security permits the use of a glazed screen, is this non-reflective and free of glare which could hinder lip-readers?



C

The glazed screen at Junior reception is fairly reflective, which may hinder those who lip-read.



Appendix 106

<p>6.7 - Is there signage within the reception area stating that information provided by the school can be issued in alternative accessible formats?</p>	<p>C</p>	<p>There is no signage regarding if information is available in accessible formats.</p>
<p>6.8 - Seating designed for ease of use? Is there a management procedure to ensure spaces are provided for wheelchair users?</p>	<p>Yes / N/A</p>	<p>Seating with armrests to aid ambulant disabled people is available. No issues to report.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Appendix 107</p> </div> <div style="text-align: center;">  <p>Appendix 108</p> </div> </div>		
<p>6.9 - Is there a procedure to ask visitors if they have any access requirements prior to their visit to the school?</p>	<p>A</p>	<p>Is there a procedure to ask visitors prior to their visit if they may have any access requirements that the school should be aware of?</p>
<p>6.10 - When checking in / signing in, are visitors asked if they may require assistance if the fire alarm is activated?</p>	<p>A</p>	<p>At current, visitors are not asked if they may require assistance should a fire alarm be activated.</p>

Checklist 7 - Corridors and Internal Surfaces		
<p>7.1 - Corridor wide enough for a wheelchair user to manoeuvre and for other people to pass? Turning space for wheelchair users?</p>	<p>B</p>	<p>Many corridors along the school were wide enough for wheelchair use. The corridor in the preschool building, as well as the corridors leading to the SENDCO office, 'the learning hub' and the entrance into the staffroom do not provide adequate space for a wheelchair user as there is a limited turning approach into the rooms.</p>
 <p>Appendix 109 Appendix 110 Appendix 111 Appendix 112 Appendix 113 Appendix 114</p>  <p>Appendix 115</p>		
<p>7.2 - Free from obstruction to wheelchair users and from hazards to people with impaired sight? Are there any internal columns that have a lack of colour contrast?</p>	<p>Yes / N/A</p>	<p>There were no obvious obstructions or hazards on the day of the survey.</p>
<p>7.3 - Are all key facilities within the school accessible for all users? Where there are facilities not available are there alternative means of access procedures in place?</p>	<p>A</p>	<p>There is no ramped access into the central courtyard. This was highlighted on the previous survey.</p>
<p>7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?</p>	<p>Yes / N/A</p>	<p>Junctions on floors throughout the site were suitable, with no tripping hazards identified.</p>



Appendix 116

7.5 - Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)

Yes / N/A

Clear colour contrasting in Juniors (green embellishments) and Infants (blue and yellow embellishments).



Appendix 117

Appendix 118

Appendix 119

Appendix 120

7.6 - Floor surfaces slip-resistant? Bright, boldly patterned floors avoided? Busy or distracting wall coverings avoided?

Yes / N/A

Flooring throughout appears to be slip-resistant. Vinyl flooring used can be reflective, which could cause confusion for people who are visually impaired. Floor surface in Year 1 classroom could become slippery when wet.



Appendix 121

Appendix 122

Appendix 123

Appendix 124

Appendix 125

Checklist 8 - Internal Doors

8.1 - Distinguishable from surroundings?

B

Many doors in the Infants and Juniors are colour contrasted blue or green.
Doors which have limited distinction from their surroundings (in both the Infant and Junior sites) may be difficult for visually impaired people to use.



Appendix 126

Appendix 127

Appendix 128

Appendix 129

Appendix 130

Appendix 131



Appendix 132

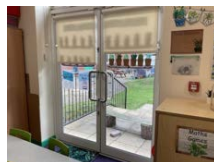
Appendix 133

Appendix 134



8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?

A

There is limited colour contrast and there are no manifestations on doors with large glazing to aid people with visual impairments.



Appendix 135

<p>8.3 - Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (For an example classroom entrances)</p>	<p>C</p>	<p>Although many do, not all doors have vision panels across the Infants and Juniors. Some doors have their vision panels obscured by temporary signage. No vision panels and covered vision panels could be a collision hazard.</p>
 <p>Appendix 136 Appendix 137 Appendix 138 Appendix 139 Appendix 140 Appendix 141</p>		
<p>8.4 - Clear opening width sufficient for a wheelchair user? Adequate space available alongside leading edge for a wheelchair user to open the door while clear of the door swing?</p>	<p>A</p>	<p>One and a half doors and larger doors have been installed at the school entrances. Double doors on site may not be wide enough for a wheelchair user when a single leaf is opened. Obstacles behind some internal doors limit how far they can open. Standing signage was also blocking one leaf of the lobby door into the Junior building.</p>
 <p>Appendix 142 Appendix 143 Appendix 144 Appendix 145 Appendix 146 Appendix 147</p>		
<p>8.5 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?</p>	<p>Yes / N/A</p>	<p>Door handles compliant throughout the site.</p>



Appendix 148

8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?

C

Double doors throughout the corridors of school are fire-doors, making them heavy to open.



Appendix 149

Appendix 150

8.7 - Where there are security keypads or readers, are these suitably positioned for wheelchair users or for persons of short stature?

D

Security keypads are positioned too high from the ground floor level for wheelchair users. Some may also be difficult to use for those with dexterity impairments.



Appendix 151

Appendix 152

Appendix 153

Appendix 154

Checklist 9 - Internal Ramps

9.1 - Ramp available for short rise within single storey?

Yes / N/A


Slight incline at infant school in front hallway. No issues to report.

9.2 - Wide enough and suitably graded? Surface slip resistant?

Yes / N/A

Not applicable for this site.

9.3 - Exposed edges protected to prevent accidents?	Yes / N/A	Not applicable for this site.
9.4 - Suitable handrail each side?	Yes / N/A	Not applicable for this site.
Checklist 10 - Internal Stairs		
10.1 - Risers shallow enough, all of the same height, and unlikely to trip users?	Yes / N/A	Not applicable for this site.
10.2 - Are the edge of the step nosings readily identifiable?	Yes / N/A	Not applicable for this site.
10.3 - Suitable handrails on each side? Do handrails extend 300mm beyond the first and last step pitch-line? Are handrails suitably colour contrasted?	Yes / N/A	Not applicable for this site.
10.4 - Landings big enough and provided at intermediate levels in a long flight?	Yes / N/A	Not applicable for this site.
Checklist 11 - Lifts		
11.1 - Passenger lift available for vertical circulation within a building of more than one storey?	Yes / N/A	Not applicable for this site.
11.2 - Car dimensions sufficient to allow space for wheelchair user? Door opens wide enough for wheelchair users?	Yes / N/A	Not applicable for this site.
11.3 - Support rails in car appropriately designed and positioned?	Yes / N/A	Not applicable for this site.
11.4 - Is there a mirror within the lift car?	Yes / N/A	Not applicable for this site.
11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?	Yes / N/A	Not applicable for this site.

11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?	Yes / N/A	Not applicable for this site.
11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?	Yes / N/A	Not applicable for this site.
11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?	Yes / N/A	Not applicable for this site.
11.9 - Is there a 1500mm x 1500mm contrasting surface outside the lift and are lift doors suitably colour contrasted to aid people with impaired vision?	Yes / N/A	Not applicable for this site.
Checklist 12 - WC Provision & Changing Areas		
12.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	Yes / N/A	Lobby doors easily accessible.
 <p style="text-align: center;">Appendix 155 Appendix 156 Appendix 157</p>		
12.2 - Slip-resistant floors throughout?	D	Slip resistant flooring in majority of WCs. Flooring may become slippery when wet in female Year 4, Junior building WC.
12.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	B	Colour contrast was evident in Infant staff WC and Year 6 WCs. Fixtures in preschool and Infant's WC have limited colour contrast.



Appendix 158

Appendix 159

Appendix 160

Appendix 161

Appendix 162

12.4 - Compartment door controls all easily gripped and operated?
Are cubicle doors suitably colour contrasted against the panels?

B

Areas with suitable colour contrasting compartment doors include preschool, boy's cubicle in lower key stage two, Year 3 and Year 6. Other cubicles across the site had limited colour contrast. Sliding mechanisms in all toilets.



Appendix 163

Appendix 164

Appendix 165

Appendix 166

Appendix 167

Appendix 168

12.5 - Are urinals well contrasted and do they have grab rails to assist ambulant disabled people?

B

There are no grab rails located by the urinals to aid ambulant disabled people.



Appendix 169

Appendix 170

12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?

B

A variety of tap types have been used on site. It is recommended that lever style or sensor taps are used to aid those with dexterity impairments.



Appendix 171

Appendix 172

Appendix 173

Appendix 174

Appendix 175

12.7 - When there is no accessible WC available, is there a facility provided for ambulant disabled people?

Yes / N/A

Not applicable at this site.

12.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?

Yes / N/A

Not applicable at this site.

Checklist 13 - WCs: Wheelchair Users

13.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?

A

The accessible WC in the junior building has been refurbished. The manoeuvring space available in the Infant accessible WC is limited due to furniture that has been placed to create an infant changing area.



Appendix 176

Appendix 177

13.2 - Travel distance to a suitable WC no greater than that for able-bodied people?

Yes / N/A

The WCs are suitably positioned. No issues to report.

13.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?

Yes / N/A

There is sufficient space available outside of the compartment. No issues to report.



Appendix 178

Appendix 179

Appendix 180

13.4 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?

B

Door locks are compliant with BS8300. Colour contrast is not present on the Infant WC door and handle. The light switch in the Infant WC is positioned too high off the ground floor level.



Appendix 181

Appendix 182

Appendix 183

13.5 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?

A

The hand washing facilities are not colour contrasted and both the soap dispenser and mirror in the Junior WC are positioned too high above ground floor level. The hand drying facilities are also positioned too high from the ground floor and there is no mirror in the Infant WC.



Appendix 184

Appendix 185

Appendix 186

13.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?

Yes / N/A

Appropriate lever style taps are used. No issues to report.



Appendix 187

Appendix 188

13.7 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?

B

Grab rails are colour contrasted. The grab rail located on the transfer side of the Junior WC is stiff and could be difficult to move by someone with limited mobility. The Infant accessible WC is missing one grab rail and on the day of the survey the grab rails on the transfer side of the WC were blocked by bins.



Appendix 189

Appendix 190

Appendix 191

13.8 - Is there a back rest provided to the toilet pan?

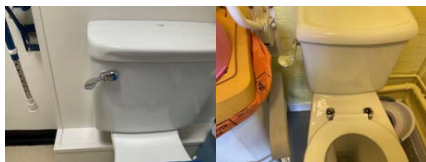
Yes / N/A

Not deemed necessary as both WCs had cisterns providing a backrest.

13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?






Yes / N/A

Spatula type flush used in both WCs and is located on appropriate, transfer side.



Appendix 192

Appendix 193

<p>13.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?</p>	A	<p>On the day of the survey, items were placed on the transfer side of the toilets, making it difficult for wheelchair users to apply the required techniques to access the toilet.</p>
<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Appendix 194 Appendix 195</p>		
<p>13.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?</p>	A	<p>On the day of the survey cord alarm was tied up away from the floor.</p>
<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center;">Appendix 196 Appendix 197 Appendix 198</p>		
<p>Checklist 14 - Facilities</p>		
<p>14.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?</p>	C	<p>Junior staffroom had good, contrasting seating with armrests. Seats in the preschool and infant staff area had no armrests to aid ambulant disabled people.</p>



Appendix 199

Appendix 200

Appendix 201

14.2 - Are a number of chairs with armrests available within each learning space?

C

Some classrooms throughout preschool, Infant and Junior buildings had chairs with armrests, but this is inconsistent throughout the school.
Chairs in Year 6 were the same colour as the floor, which may be difficult for those with visual impairments.



Appendix 202

Appendix 203

Appendix 204

Appendix 205

Appendix 206

Appendix 207



Appendix 208

Appendix 209

Appendix 210

14.3 - Do dining/ cafe counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?

C

Dining counters do not feature induction loops to aid people with hearing impairments.



Appendix 211

14.4 - Do the dining / cafe areas have appropriate seating rather than fixed seating which can be inaccessible for a range of users?

Yes / N/A

No issues to report.



Appendix 212

Appendix 213

Appendix 214

14.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?

Yes / N/A

Not applicable at this site.

14.6 - Is there a dropped counter and an induction loop available for the library counter?

Yes / N/A

Not applicable at this site.

14.7 - Where there are IT facilities or break out study areas are height adjustable computer desks available?

C

There are no height adjustable tables or facilities in the life skills area to accommodate wheelchair users and people of short stature.



Appendix 215

14.8 - Do staff and general kitchenette areas have a lever tap to accommodate people with dexterity impairments? Are there split height work surfaces available? Are there lever taps within the classrooms?

D

Lever style taps are present in Year 5. For other sink areas across preschool, Infants and Juniors, lever style or sensor taps are recommended. There is no split height work surface in the staff kitchenette.



Appendix 216



Appendix 217



Appendix 218



Appendix 219



Appendix 220



Appendix 221



Appendix 222



Appendix 223



Appendix 224

Checklist 15 - Way Finding

15.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?

C

Colour coordinated Key Stages
There is clear signage at different areas of the school.
There is limited pictorial and no braille signage available.



Appendix 225



Appendix 226







Appendix 227



Appendix 228



Appendix 229

<p>15.2 - On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheelchair users with lower eye levels?</p>	<p>B</p>	<p>On entering the reception area, there is a lack of suitable directory signage.</p>
<p>15.3 - Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access? (Wheelchair symbol)</p>	<p>B</p>	<p>There is a lack signage to indicate where the toilets are located, there is no signage on the preschool, adult toilets door or on the Infant accessible WC door. None of the provided signs include tactile or Braille.</p>
<div style="display: flex; justify-content: space-around; align-items: center;">     </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Appendix 230 Appendix 231 Appendix 232 Appendix 233 </div>		
<p>15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?</p>	<p>Yes / N/A</p>	<p>Not applicable at this site.</p>
<p>15.5 - Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?</p>	<p>Yes / N/A</p>	<p>Not applicable at this site.</p>
<p>15.6 - Are notice boards well-structured and the use of reflective protective covers avoided? Are temporary notices illustrated using good practice i.e. use of lower- and upper-case lettering?</p>	<p>D</p>	<p>Numerous notice boards have a reflective protective cover, causing surfaces to be difficult to read due to glare. Signage for Infant entrance does not display good practice to use both upper- and lower-case lettering.</p>



Appendix 234

Appendix 235

Appendix 236

Appendix 237

15.7 - Are leaflets provided at suitable heights for wheelchair users and for people of small stature? Are leaflets available in alternative accessible formats such as Braille, Moon or Large Print? Are staff aware that materials can be provided in accessible formats on request? Is facility indicated as being available?

B

Newsletters are at accessible height at front reception in Junior entrance.
There is no signage to indicate if information is available in different formats upon request at the Junior or Infant entrances.



Appendix 238

15.8 - If this is a large school, is information also given in tactile form (such as maps and models)?

Yes / N/A

Fire escape maps are placed around the site.
Tactile maps would not be beneficial for a school of this size.



Appendix 239

Checklist 16 - Lighting & Acoustics

16.1 - Lighting designed to meet a wide range of user’s needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?

B

Both Infant and Junior classrooms and corridors had good lighting overall. There is poor lighting in the preschool cloakroom, female staff WC in the Junior building and Infant Hall. One of the Infant Hall lights was flickering on the day of the survey, which could be hazardous to people with visual impairments and/or photosensitivity.



Appendix 240

Appendix 241

Appendix 242

Appendix 243

16.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?

D

A selection of light switches across the Infant and Junior site were colour contrasted. However, the white-on-white light switches produce limited colour contrast, which may be difficult for those with visual impairments to locate. Switches were placed at varying heights around both the Infant and Junior building, making some inaccessible for those using a wheelchair or small in stature. When located behind furniture (library) or amongst surrounding media, some light switches may be difficult to locate.



Appendix 244

Appendix 245

Appendix 246

Appendix 247

Appendix 248

Appendix 249



Appendix 250

Appendix 251

Appendix 252

16.3 - Are learning spaces appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?

Yes / N/A

There are blinds in all classrooms.
The intervention room has some glare from light outside on the walls, with a blind that is only halfway covering the window.



Appendix 253

Appendix 254

Appendix 255

16.4 - Within stairwells is the lighting adequate and well positioned? Are wall lights avoided?

Yes / N/A

Not applicable at this site.

16.5 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units) Good balance of hard and soft surfaces?

B

There were limited soft surfaces in both the Junior and Infant halls, causing some echoing. The IT server in Year 1 classroom created an obtrusive background noise.



Appendix 256

Appendix 257

Appendix 258

Appendix 259

16.6 - Are induction loops fitted within the key areas i.e.- Main Hall

A

There were no induction loops available in the Junior or Infant Hall to aid people with hearing impairments. Such areas of the school may frequent visitors such as parents.

16.7 - Are portable induction loops available? Are staff members aware of how to use the facility and are they kept charged?

A

There are no portable induction loops that could be transported around the school as and when required.

Checklist 17 - Means of Escape

17.1 - Audible alarm system supplemented by visual system?

Yes / N/A

There are visual alarms to inform people with hearing impairments in the event of a fire alarm being activated.

17.2 - Ground floor exit routes accessible to all, including wheelchair users, as entrance routes?

A

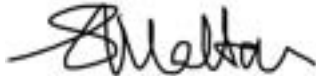
There is no level egress from the kitchen as it leads to a platform and then steps. This was identified in the previous access survey. Other exits around the school have suitable areas to evacuate from.



Appendix 260

Appendix 261

<p>17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?</p>	<p>A</p>	<p>Wheelchair users can navigate to a place of safety with sufficient space when outside both sites. The fire exit from the kitchen leads directly on to a platform which a wheelchair user would not be able to evacuate from.</p>
<p>17.4 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply? If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?</p>	<p>Yes / N/A</p>	<p>Not applicable at this site.</p>
<p>17.5 - Is there evacuation equipment provided such as EVAC chairs or mats? Are staff trained in how to use the equipment? This is a legal requirement under the Health and Safety at Work Act 1974.</p>	<p>Yes / N/A</p>	<p>Not applicable at this site.</p>
<p>Checklist 18 - Building Management</p>		
<p>18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?</p>	<p>D</p>	<p>There were leaves covering some of the external steps on the day of the survey.</p>
<div data-bbox="488 884 698 1046" data-label="Image"> </div> <p data-bbox="533 1059 654 1082">Appendix 262</p>		
<p>18.2 - Accessible parking; Designated spaces not used by non-disabled drivers and kept free from obstructions?</p>	<p>Yes / N/A</p>	<p>Not applicable at this site.</p>

18.3 - Horizontal circulation; Space required for wheelchair manoeuvre not obstructed by furniture, deliveries, storage etc.?	A	There were no obvious signs of obstacles. Referring to areas with limited mobility space, wheelchair users would not have sufficient space to manoeuvre themselves in tight corridors and areas where doors do not open appropriately, such as the Junior staffroom.	
18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	Yes / N/A	Not applicable at this site.	
18.5 - Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?	A	Are there appropriate procedures are in place to check that exit routes are free from obstacles and that alarm systems, including those in WCs, are regularly checked?	
18.6 - Means of Escape; Personal egress plan available for each member of staff needing assistance? Overall escape strategy for visitors who may need assistance?	A	Are there egress plans available for each member of staff and visitors to the school who may need assistance?	
18.7 - Means of Escape; Both general escape strategy and personal emergency egress plans regularly checked for efficiency and effectiveness?	A	Are general escape strategy and personal emergency egress plans regularly checked?	
18.8 - Equipment; Are emergency cord alarms tested at regular intervals to ensure that they are working? Are induction loops frequently tested for effectiveness?	A	Are there procedures in place to test emergency cord alarms and induction loops at regular intervals to ensure effectiveness?	
The management strategy / system itself was not inspected / analysed and so this was not confirmed. Ensure a means of escape for all staff is administered, involving for example Fire Wardens/colleagues, to sweep all areas in event of a fire to alert hearing impaired people/assist visually impaired people/mobility impaired people, wherever they may be in the building.			
Access Auditor / Surveyor	Sophie Malton	28 Oct 2021 09:30 AM	

Media



Appendix 1



Appendix 2



Appendix 3



Appendix 4



Appendix 5



Appendix 6



Appendix 7



Appendix 8



Appendix 9



Appendix 10



Appendix 11



Appendix 12



Appendix 13



Appendix 14



Appendix 15



Appendix 16



Appendix 17



Appendix 18



Appendix 19



Appendix 20



Appendix 21



Appendix 22



Appendix 23



Appendix 24



Appendix 25



Appendix 26



Appendix 27



Appendix 28



Appendix 29



Appendix 30



Appendix 31



Appendix 32



Appendix 33



Appendix 34



Appendix 35



Appendix 36



Appendix 37



Appendix 38



Appendix 39



Appendix 40



Appendix 41



Appendix 42



Appendix 43



Appendix 44



Appendix 45



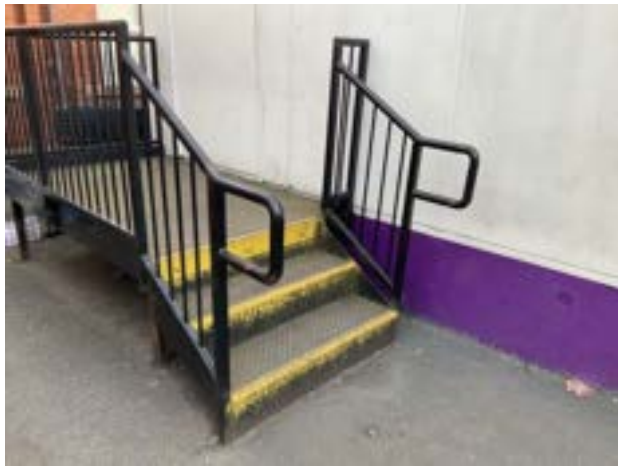
Appendix 46



Appendix 47



Appendix 48



Appendix 49



Appendix 50



Appendix 51



Appendix 52



Appendix 53



Appendix 54



Appendix 55



Appendix 56



Appendix 57



Appendix 58



Appendix 59



Appendix 60



Appendix 61



Appendix 62



Appendix 63



Appendix 64



Appendix 65



Appendix 66



Appendix 67



Appendix 68



Appendix 69



Appendix 70



Appendix 71



Appendix 72



Appendix 73



Appendix 74



Appendix 75



Appendix 76



Appendix 77



Appendix 78



Appendix 79



Appendix 80



Appendix 81



Appendix 82



Appendix 83



Appendix 84



Appendix 85



Appendix 86



Appendix 87



Appendix 88



Appendix 89



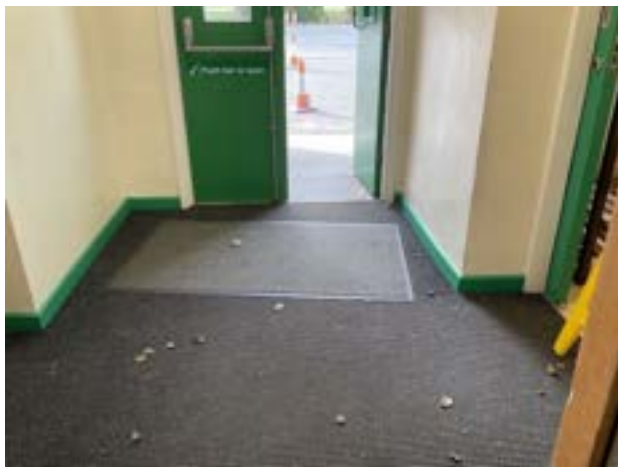
Appendix 90



Appendix 91



Appendix 92



Appendix 93



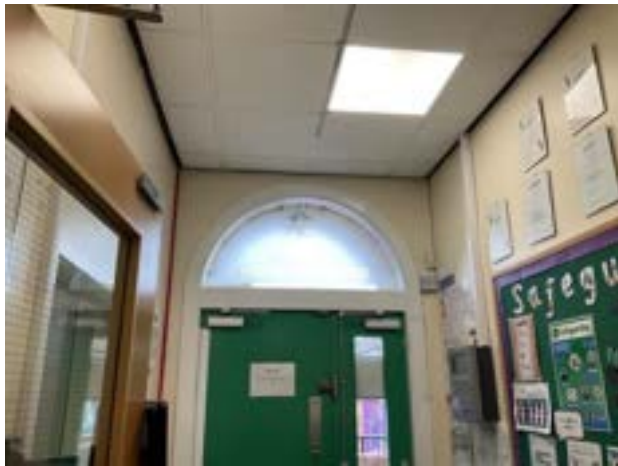
Appendix 94



Appendix 95



Appendix 96



Appendix 97



Appendix 98



Appendix 99



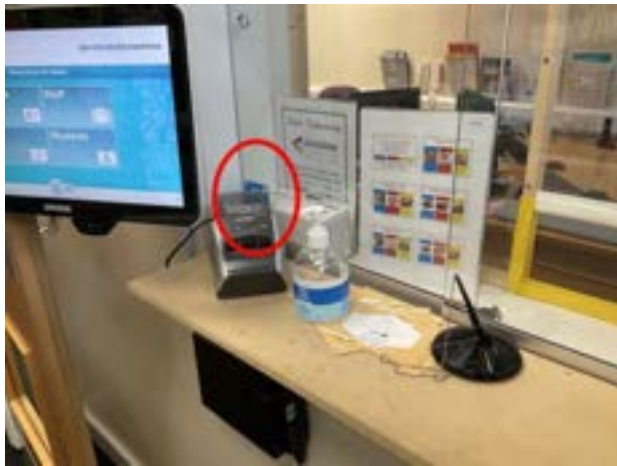
Appendix 100



Appendix 101



Appendix 102



Appendix 103



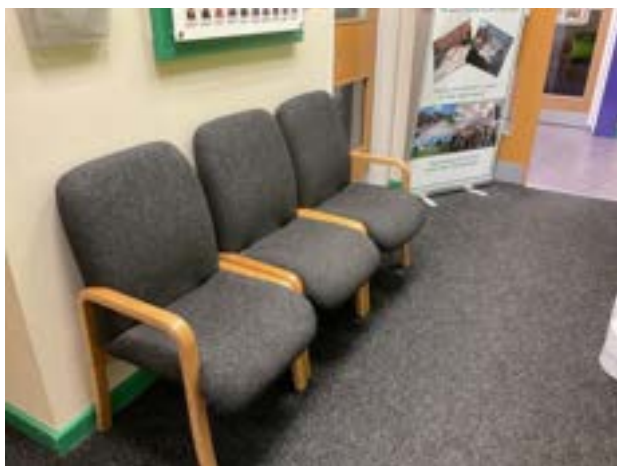
Appendix 104



Appendix 105



Appendix 106



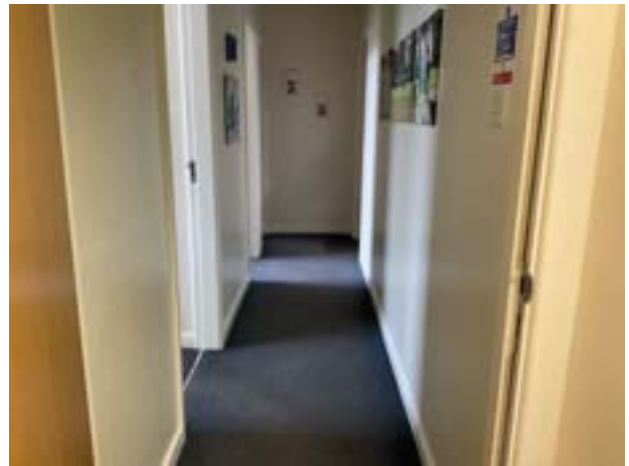
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Appendix 108



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Appendix 114



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Appendix 116



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Appendix 143



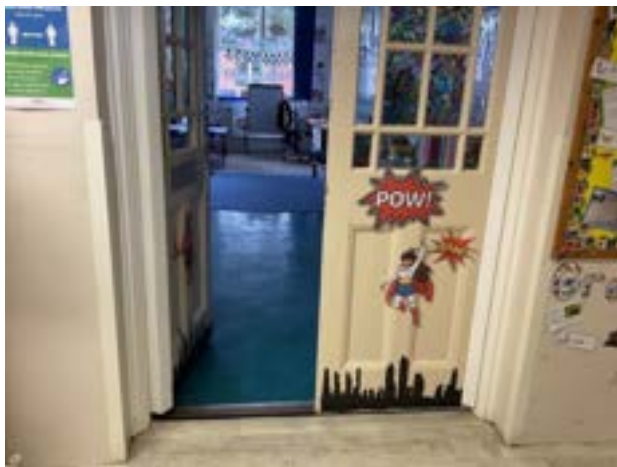
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Appendix 145



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Appendix 238



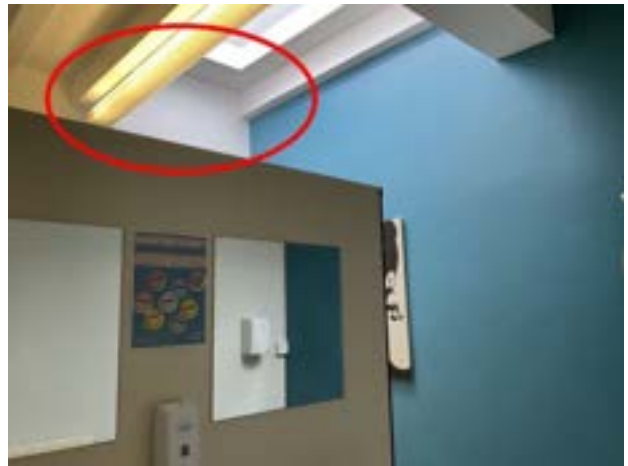
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Appendix 240



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Appendix 246



Appendix 247



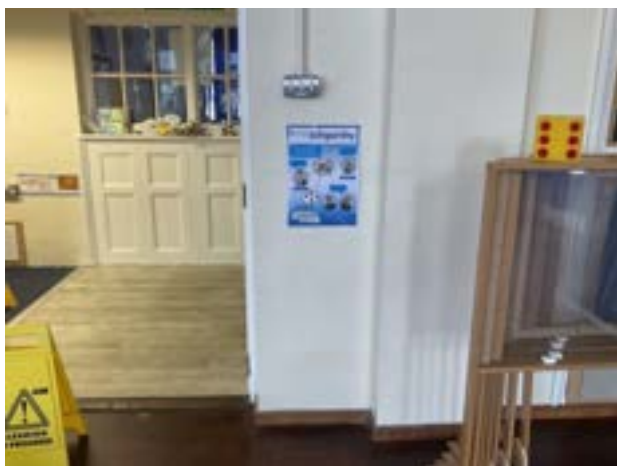
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Appendix 249



Appendix 250



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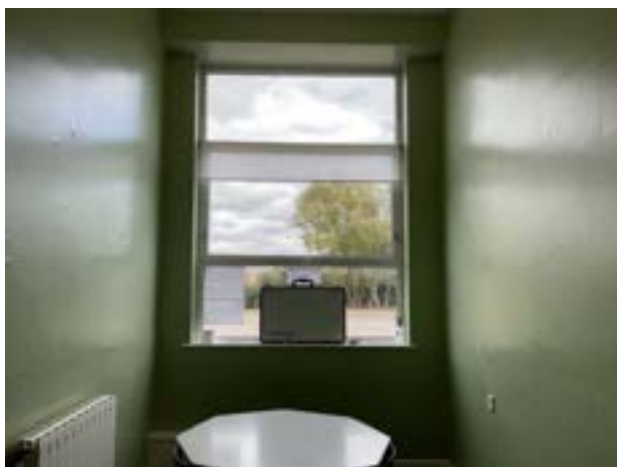
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Appendix 253



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Appendix 258



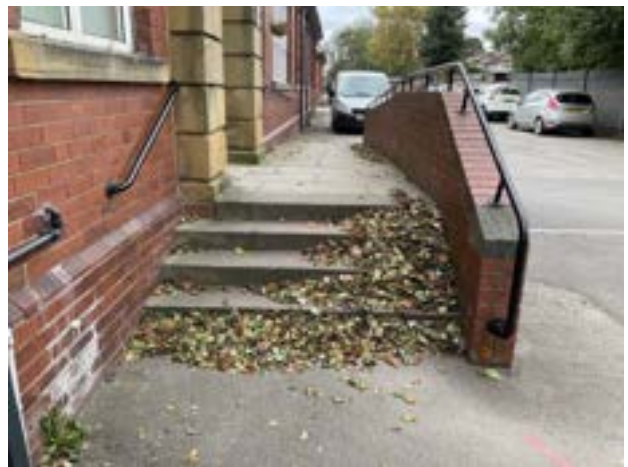
Appendix 259



Appendix 260



Appendix 261



Appendix 262