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## Accessibility Audit

**Airedale Junior School**  
Fryston Road  
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WF10 3EP

Date 08/10/2015

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## **Section 1 - Introduction**

### **1.1 ACCESSIBILITY AUDIT**

The 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: 2009 – Design of Buildings and Their Approach to Meet the Needs of Disabled People – 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 building 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 building, which determines its accessibility, is the shell. Decisions made by the architect can fundamentally affect the accessibility for a long time.

When the building 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 the building 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 building, if available, and the checklists in Section 5 (Audit table) The general order of the checklists is:

Checklist Ref	Description	Applicable to this property	
		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 building.

#### 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.

## 1.4 PRIORITIES

The priorities are dependent upon various factors including:

- Compliance to AD M (Part M of The Building Regulations)
- Client's policy and objectives
- Current use of the building
- Costs involved and available resources
- Plans for refurbishment
- Maintenance programmes
- Agreement of outside agencies (such as a free holder or local highway authority)

Priority ratings are as follows:

### Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

### Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

### Priority C:

Where action is recommended within 12 – 24 months to improve access.

### Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

## 1.5 KEYS FOR COSTS

Budget costs have been included in the form of bands.

- N** - None
- M** - Minimal
- OG** - Ongoing Maintenance
- ST** - Structural Change
- EX** - Major Structural Change

Please note cost keys are indicative only and that Direct Access Consultancy Ltd can not be held liable for any misinterpretations.

## 1.6 ABBREVIATIONS

Used throughout the report are the following abbreviations:

- DDA** - Disability Discrimination Act
- BS8300** - British Standard BS8300: 2009 - Design of Buildings and their approaches to meet the need of disabled people
- AD M** - Building Regulations Approved Document M - Access to and Use of Buildings
- EQ** - Equality Act 2010

## 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 (2004)

British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.

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).

The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.

Access Audit Price Guide, Building Cost Information Service, 2002.

Please note however the 'DDA' 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 BS8300: 2009 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

The site or buildings do not have a listed building status. Professional advice must be sought for planning applications.

### 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 PROPERTY

Description	Details
Date of Construction:	Pre 1950s
Constructed of:	Traditional Construction
Number of Floors:	Single Storey
Access Via:	Main Entrance / Pupil Entrances
External Areas:	Approach Routes / Car Parking Areas / Play Areas
No. Passenger Lifts	N/A - Single Storey School

### 3.2 FACILITIES IN PLACE

Facility	Details
Ramps	Provided - Require Works
Platform lifts	N/A - Single Storey School
Stair lift	N/A - Single Storey School
Visual indicators for fire alarms	Visual Strobe Lights Provided
Induction loops / Infrared systems	None Provided
Accessible toilets	Requires Complete Refurbishment
Tactile signage	None Provided
On site assistance	Front Line Staff
Designated parking areas	No Accessible Parking Spaces Marked Out
Evacuation chairs	N/A - Single Storey School
<b>Any Other Additional Information:</b>	

## Audit

Question	Response	Details
<b>Checklist 1 - Approach Routes &amp; Street Furniture</b>		
1.1 - Is the school within convenient walking distance of:- _ Public Highway and Pathways? _ Public Transport e.g. Bus Stops? _ Car parking? (For car parking refer to Checklist 2)	B	Whilst the school is close to public transport options and there is a car park available, options on how to arrive on site should be clearly displayed on the website.
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?	C	There is no tactile paving provided to the crossing points on approach to the school to aid people with impaired vision.
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Photo 1</p> </div> <div style="text-align: center;">  <p>Photo 2</p> </div> </div>		

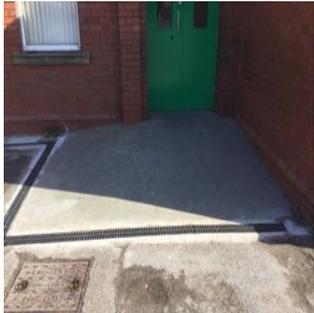
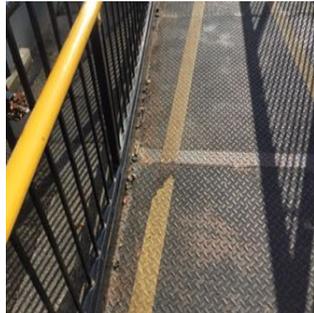
Question	Response	Details
<p>1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?</p>	<p>B</p>	<p>The pavements on approach to the school may be too narrow for some wheelchair users or mobility scooter users. This means that they may have to travel along the road and then back onto the pavement via the dropped kerbs at the gate exposing people to oncoming traffic.</p>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Photo 3</p> </div> <div style="text-align: center;">  <p>Photo 4</p> </div> </div>		
<p>1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?</p>	<p>Yes / N/A</p>	<p>Various parts of the external routes have tripping hazards identified such as just before the right side gate.</p>
<div style="text-align: center;">  <p>Photo 5</p> </div>		
<p>1.5 - Is the location of the site clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?</p>	<p>C</p>	<p>There is a lack of on street signage on approach to the school.</p>

Question	Response	Details
1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	B	The seating provided within the right side playground (one of them has no bench) are not colour contrasted causing a potential hazard.
 <p data-bbox="271 660 344 683">Photo 6</p>		
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	No issues to report.
1.8 - Adequate seating provided along routes? Is there suitable seating within the play areas?	C	<p data-bbox="1272 858 2063 916">There is a lack of seating with armrests within areas that parents pick up and drop off their children.</p> <p data-bbox="1272 954 1980 1011">There is a lack of suitable seating with armrests within the playground areas to aid people with ambulant disabilities.</p>
   <p data-bbox="271 1366 344 1388">Photo 7</p> <p data-bbox="591 1366 665 1388">Photo 8</p> <p data-bbox="916 1366 990 1388">Photo 9</p>		

Question	Response	Details
<p>1.9 - Are entrance gates appropriately colour contrasted and do intercoms have accessible features?</p>	D	<p>Entrance gates do not suitably colour contrast and there is no contrast to the controls to aid people with impaired vision.</p>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Photo 10</p> </div> <div style="text-align: center;">  <p>Photo 11</p> </div> </div>		
<p>1.10 - Is there accessible play equipment provided for children with disabilities? Are all key external areas accessible such as forest walks?</p>	A	<p>A new level pathway free of steps needs to be created to gain access onto the upper tier playground area. Both of the stepped routes up should have a free standing handrail provided to one side. Colour contrast also needs to be applied to the edges.</p> <p>Accessible playing equipment suitable for wheelchair users and people with mobility disabilities is something that could be added at a later date.</p>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Photo 12</p> </div> <div style="text-align: center;">  <p>Photo 13</p> </div> <div style="text-align: center;">  <p>Photo 14</p> </div> </div>		
<p><b>Checklist 2 - Car Parking</b></p>		

Question	Response	Details
2.1 - Are accessible bays provided for badge holders?	A	There are no accessible parking spaces marked out within the car park for Blue Badge holders.
<div data-bbox="152 308 465 622" data-label="Image"> </div> <p data-bbox="264 630 353 651">Photo 15</p>		
2.2 - Accessible bays clearly sign-posted from the sites's car park entrance? Is there signage to the front of the bays?	Yes / N/A	Not currently applicable for this school.
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 wheel chair parked alongside?	Yes / N/A	Not currently applicable for this school.
2.4 - Close enough to facilities the car park serves?	Yes / N/A	The parking spaces are located within the immediate vicinity of the main entrance.

Question	Response	Details
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?	B	<p>At current people would need to exit their vehicle upon arriving at the school gate to speak on the intercom. This is likely to cause potential difficulties for wheelchair users. The intercom does not have an LED display to accomodate people with hearing impairments.</p> <p>The approach to the entrance from the parking spaces is all accessible for those unable to negotiate steps.</p>
<div data-bbox="150 501 465 815" data-label="Image"> </div> <p data-bbox="264 823 349 842">Photo 16</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	Site management should check the lighting levels within the car park during darker hours to ensure they are sufficient.
<b>Checklist 3 - External Ramps</b>		

Question	Response	Details
3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	D	<p>The ramps do not have colour contrast to the surface to indicate the presence of a gradient.</p> <p>The ramp up to the mobile classroom has suitable colour contrast however the yellow markings are starting to fade.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Photo 17</p> </div> <div style="text-align: center;">  <p>Photo 18</p> </div> <div style="text-align: center;">  <p>Photo 19</p> </div> <div style="text-align: center;">  <p>Photo 20</p> </div> </div>		
3.2 - Suitable handrails on each side?	Yes / N/A	Handrails are of the correct oval profile in accordance to BS8300.
3.3 - Surface slip-resistant, firmly fixed and easy to maintain?	Yes / N/A	The ramps appear to have surfaces which are slip-resistant, firmly fixed and easy to maintain. No issues to comment.
3.4 - Edges protected to prevent accidents?	Yes / N/A	Further edging is not deemed required for the external ramps.
<b>Checklist 4 - External Steps</b>		

Question	Response	Details
4.1 - Visual and tactile warnings at the top and bottom of steps?	D	External steps do not feature tactile paving to assist people with impaired vision.
 <p data-bbox="264 628 349 651">Photo 21</p>		
4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?	C	<p data-bbox="1267 691 2029 751">The kitchen fire exit steps has handrails which are of exposed metal making them cold to touch.</p> <p data-bbox="1267 788 2069 849">At the Year 4 entrance, there is no grab rail/ handrail provided for the top step.</p> <p data-bbox="1267 885 2078 978">Steps down to the central courtyard need to have new handrails installed. Flights have a handrail to the top step only and because the paint has flaked off they are cold to touch.</p>
 <p data-bbox="264 1331 349 1353">Photo 22</p>	 <p data-bbox="584 1331 672 1353">Photo 23</p>	 <p data-bbox="904 1331 992 1353">Photo 24</p>

Question	Response	Details
4.3 - Lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?	D	Site management should check the lighting levels during darker hours to ensure they are sufficient.
4.4 - Treads long enough and all of the same length?	Yes / N/A	All of the external steps have treads which are long enough and they are of the same length.
4.5 - Risers shallow enough, all of the same height, and unlikely to trip users? Are there open risers?	Yes / N/A	Steps are of the correct height and there are no open risers which can cause a potential tripping hazard.
4.6 - Nosings readily identifiable? If nosings are painted, is the paint still durable with no wear and tear?	B	The external steps do not have suitable colour contrast provided to the edge of the step nosings. The steps up to the mobile building require repainting. The left side fire exit steps from the mobile building does not have the top step highlighted.

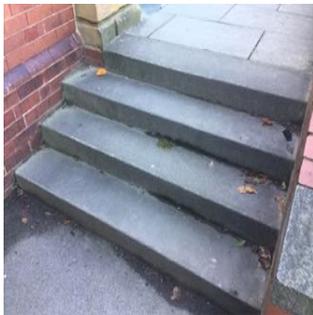


Photo 25



Photo 26

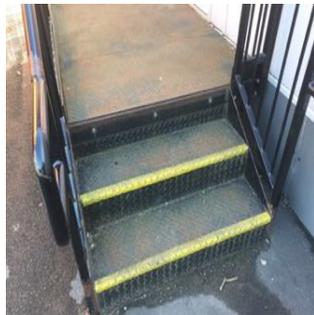


Photo 27

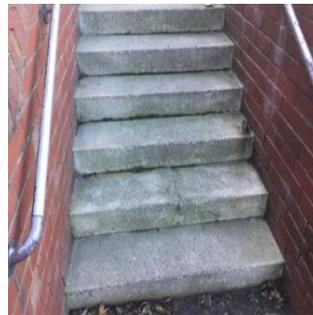


Photo 28

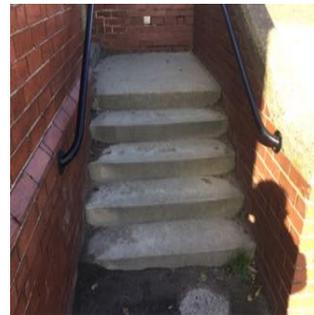


Photo 29

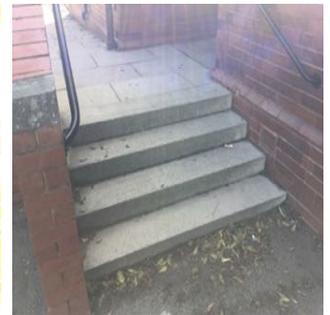


Photo 30

## Checklist 5 - Entrances

Question	Response	Details
<p>5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?</p>	C	<p>The main entrance is suitably colour contrasted against the surrounding facade to aid people with impaired vision. The use of green makes the entrance immediately identifiable.</p> <p>The mobile building entrance is not suitably colour contrasted against the facade to aid people with impaired vision.</p>
<div data-bbox="152 469 465 783" data-label="Image"> </div> <p data-bbox="264 791 349 810">Photo 31</p>		
<p>5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open the door while clear of the door swing?</p>	C	<p>The main entrance has a width which provides sufficient clearance for wheelchair users.</p> <p>The pupil entrances are of double doors which are too narrow when a single leaf is opened. It would be preferable to make these a door and a half system.</p>
<div data-bbox="152 1075 465 1390" data-label="Image"> </div> <p data-bbox="264 1398 349 1417">Photo 32</p>		

Question	Response	Details
5.3 - Level or flush threshold?	Yes / N/A	A level threshold is provided through the main entrance.
 <p data-bbox="264 596 353 619">Photo 33</p>		
5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?	Yes / N/A	Not applicable for this school.
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?	B	The entrance has a vision panel on the left side but not on the actual entrance. This could result in a potential collision hazard from someone on the inside opening the door onto someone outside.
 <p data-bbox="264 1236 353 1259">Photo 34</p>		
5.6 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?	Yes / N/A	BS8300 compliant furniture is provided to the main entrance.

Question	Response	Details
5.7 - Door closer of appropriate type? Can the door be easily opened single handedly?	Yes / N/A	The main entrance has an opening pressure that most should be able to negotiate.
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 intercom is positioned too high off the ground floor level for wheelchair users and for people of small stature. The intercom does not have any accessible features such as an LED display to accommodate people with hearing impairments.
 <p data-bbox="264 794 353 817">Photo 35</p>		
5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?	Yes / N/A	Manifestations are not required for the main entrance.

Question	Response	Details
5.10 - Weather mat of firm texture and flush with floor?	D	At the next refurbishment for the site, consider installing recessed mats rather than the current loose ones to minimise the potential tripping hazard. At another site we've surveyed, similar mats to these were provided and someone tripped up on one of the loose corners.
 <p data-bbox="264 724 353 746">Photo 36</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?	B	Automated door openers would be beneficial for the main entrance when budget permits. Potentially coincide with recommended works for the main entrance. This would increase accessibility for a range of users.

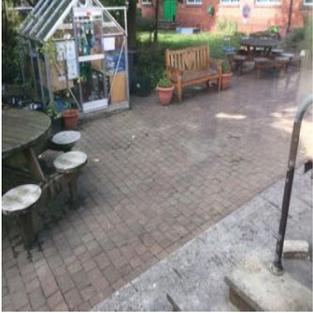
Question	Response	Details
5.12 - If automatic doors are operated via a push pad rather than a sensor, are these clearly seen on approach? (internally and externally)	B	The intercom lobby doors are not colour contrasted against the surround and should be replaced with a door and a half system to allow a greater clearance width through the master leaf for wheelchair users.
<div data-bbox="152 373 465 686" data-label="Image"> </div> <div data-bbox="264 692 353 715" data-label="Caption"> <p>Photo 37</p> </div>		
<b>Checklist 6 - Reception Areas and Lobbies</b>		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	Yes / N/A	The main entrance is partially glazed which provides a clear view into the building and the front line staff are able to see if someone requires assistance.
<div data-bbox="152 956 465 1268" data-label="Image"> </div> <div data-bbox="264 1275 353 1297" data-label="Caption"> <p>Photo 38</p> </div>		

Question	Response	Details
6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	B	The lighting within the reception area is extremely poor and requires upgrading.
<div data-bbox="152 308 465 622" data-label="Image"> </div> <div data-bbox="264 628 353 651" data-label="Caption"> <p>Photo 39</p> </div>		
6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	Yes / N/A	There is a lowered section to the right side of the reception desk to accommodate wheelchair users and people of short stature.
<div data-bbox="152 783 465 1098" data-label="Image"> </div> <div data-bbox="264 1104 353 1126" data-label="Caption"> <p>Photo 40</p> </div>		

Question	Response	Details
6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	D	The reception does not have colour contrast provided to the front to aid people with impaired vision.
 <p data-bbox="264 630 349 651">Photo 41</p>		
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	There is no induction loop provided to the reception desk to accommodate hearing aid users who struggle when there is background noise.
6.6 - If security permits the use of a glazed screen, is this non-reflective and free of glare which could hinder lip-readers?	Yes / N/A	Not applicable for this school.
6.7 - Is there a minicom provided for deaf people? Is the availability of this facility highlighted on the website and on leaflets?	D	The school does not have a minicom provided to accommodate hearing impaired people who are unable to use the telephone.

Question	Response	Details
6.8 - Seating designed for ease of use? Is there a management procedure to ensure spaces are provided for wheelchair users?	B	The seating provided within the reception area do not feature armrests to aid people with ambulant disabilities.
<div data-bbox="152 309 465 624" data-label="Image"> </div> <p data-bbox="264 632 353 651">Photo 42</p>		
6.9 - Is there a procedure to ask visitors if they have any access requirements prior to their visit to the school?	A	Site management need to ensure that this is suitably in place. There should be a procedure to ask visitors prior to their visit if they may have any access requirements that the school should be aware of.
6.10 - When checking in / signing in, are visitors asked if they may require assistance if the fire alarm is activated?	A	At current visitors are not asked if they may require assistance should the fire alarm be activated. This could potentially be provided as a question in the visitors sign in book.
<b>Checklist 7 - Corridors and Internal Surfaces</b>		

Question	Response	Details
<p>7.1 - Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?</p>	<p>A</p>	<p>The approach into the staff room is too tight to accommodate wheelchair users due to the way the door is hinged and the positioning of the lockers.</p> <p>The staff corridor near the reception area may be difficult for wheelchair users to negotiate as there is a limited turning approach into the rooms.</p> <p>Wheelchair users are likely to struggle to access the small kitchenette near the Headperson's office due to the positioning of a storage cabinet and chair.</p> <p>Wheelchair users may struggle to access the Headperson's office due to the positioning of the first chair.</p>
 <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span data-bbox="264 1018 349 1037">Photo 43</span> <span data-bbox="586 1018 672 1037">Photo 44</span> <span data-bbox="909 1018 994 1037">Photo 45</span> <span data-bbox="1236 1018 1321 1037">Photo 46</span> <span data-bbox="1563 1018 1648 1037">Photo 47</span> </div>		
<p>7.2 - Free from obstruction to wheel chair 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 detected within the main routes on the day of the survey.</p>

Question	Response	Details
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?	A	There is no step free access into the central courtyard and this could be considered discriminatory. It is recommended that a ramp be constructed.
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Photo 48</p> </div> </div>		
7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	Yes / N/A	Throughout the school, floor surfaces are suitable for passage of wheelchair users. Additionally, the junction between floor surfaces are appropriately detailed with no potential tripping hazards identified.
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)	C	The colour scheme throughout the school is quite bland with no strong visual clues to aid people with impaired vision. The floors and walls are of a similar colour along with pale wood doors and white frames. The skirting boards are well contrasted.
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">  <p>Photo 49</p> </div> <div>  <p>Photo 50</p> </div> </div>		

Question	Response	Details
7.6 - Floor surfaces slip-resistant? Bright, boldly patterned floors avoided?	Yes / N/A	Throughout the school the floor surfaces appear to be slip-resistant. There does not appear to be any bright and boldly patterned floors that could potentially cause confusion for people with impaired vision. However the vinyl flooring throughout gives off a minor shine which could make people with impaired vision apprehensive as it could appear to be a wet surface.
 <p data-bbox="264 759 349 778">Photo 51</p>		
7.7 - Busy or distracting wall coverings avoided?	Yes / N/A	Busy or distracting wall coverings have been avoided.
<b>Checklist 8 - Internal Doors</b>		
8.1 - Distinguishable from surroundings?	C	The colour scheme throughout the school is quite bland. The doors do not stand out visually. Toilet doors are well contrasted against their surround to aid people with impaired vision.
 <p data-bbox="264 1409 349 1428">Photo 52</p>		

Question	Response	Details
8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	Yes / N/A	There are no fully glazed doors on site that require manifestations.
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)	C	Not all doors have vision panels installed such as the small kitchenette near the Headperson's office.
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Photo 53</p> </div> <div style="text-align: center;">  <p>Photo 54</p> </div> <div style="text-align: center;">  <p>Photo 55</p> </div> </div>		
8.4 - Clear opening width sufficient for a wheel chair user? Adequate space available alongside leading edge for a wheel chair user to open the door while clear of the door swing?	A	<p>The meeting room off the main reception area should have the entrance widened. Users of larger wheelchairs may struggle to negotiate it.</p> <p>Throughout the school, many of the double doors are too narrow when a single leaf is opened. When doors are replaced, they should be replaced with a door and a half system.</p>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Photo 56</p> </div> <div style="text-align: center;">  <p>Photo 57</p> </div> <div style="text-align: center;">  <p>Photo 58</p> </div> </div>		

Question	Response	Details
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?	Yes / N/A	BS8300 compliant tubular style lever handles are provided throughout the school.
8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	A	<p>Numerous doors throughout the school have heavy opening pressures that require more than 30 Newtons of force to open. Many of the hinges also give off a loud squeaking noise which could be disruptive, this is likely to be because of the current damp.</p> <p>A such door that is too heavy to open is the boys WC opposite 4HM. The accessible WC entrance is stiff to close.</p>
8.7 - Where there are security keypads or readers, are these suitably positioned for potential staff members with disabilities?	D	There is a mixture of keypads used on site and are positioned too high off the ground floor level for wheelchair users. Many people with dexterity impairments can find these difficult to use.

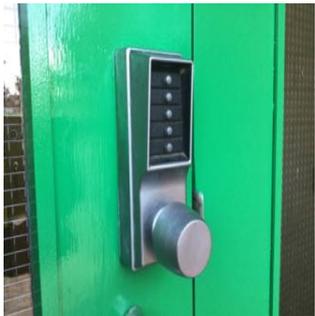


Photo 59



Photo 60

### Checklist 9 - Internal Ramps

9.1 - Is there a ramp at any internal level change?	Yes / N/A	Not applicable for this school.
9.2 - Ramp available for short rise within single storey?	Yes / N/A	
9.3 - Wide enough and suitably graded? Surface slip resistant?	Yes / N/A	

Question	Response	Details
9.4 - Exposed edges protected to prevent accidents?	Yes / N/A	
9.5 - Suitable handrail each side?	Yes / N/A	
<b>Checklist 10 - Internal Stairs</b>		
10.1 - Risers shallow enough, all of the same height, and unlikely to trip users?	Yes / N/A	Not applicable for this school.
10.2 - Are the edge of the step nosings readily identifiable?	Yes / N/A	
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	
10.4 - Landings big enough and provided at intermediate levels in a long flight?	Yes / N/A	
<b>Checklist 11 - Lifts</b>		
11.1 - Passenger lift available for vertical circulation within a building of more than one storey?	Yes / N/A	Not applicable for this school.
11.2 - Car dimensions sufficient to allow space for wheel chair user? Door opens wide enough for wheel chair users?	Yes / N/A	
11.3 - Support rails in car appropriately designed and positioned?	Yes / N/A	
11.4 - Is there a mirror within the lift car?	Yes / N/A	
11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?	Yes / N/A	
11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?	Yes / N/A	

Question	Response	Details
11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?	Yes / N/A	
11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?	Yes / N/A	
11.9 - Immediately outside lift: sufficient unobstructed space for waiting and manoeuvring by wheel chair users?	Yes / N/A	
11.10 - 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	
<b>Checklist 12 - WC Provision &amp; Changing Areas</b>		
12.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	B	Some toilet lobbies are very tight in size causing manoeuvrability issues such as the male staff WC.
<div style="display: flex; justify-content: space-around;"> <div data-bbox="152 810 465 1125">  </div> <div data-bbox="474 810 788 1125">  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span data-bbox="264 1134 349 1155">Photo 61</span> <span data-bbox="586 1134 672 1155">Photo 62</span> </div>		
12.2 - Slip-resistant floors throughout?	Yes / N/A	Slip resistant flooring is provided within each of the WCs.

Question	Response	Details
<p>12.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?</p>	<p>B</p>	<p>Throughout all of the WCs the colour contrast is poor. The fittings and fixtures are not easily seen against their backgrounds. The colour schemes are bland with no strong visual clues.</p>
<div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Photo 63</p> </div> <div style="text-align: center;">  <p>Photo 64</p> </div> <div style="text-align: center;">  <p>Photo 65</p> </div> </div>		
<p>12.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?</p>	<p>B</p>	<p>Cubicle doors throughout are not appropriately colour contrasted to aid people with impaired vision. Doors are mainly the same colour as the partitions.</p>
<div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Photo 66</p> </div> <div style="text-align: center;">  <p>Photo 67</p> </div> </div>		

Question	Response	Details
12.5 - Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	B	None of the urinals feature a grab rail to aid ambulant disabled people.
<div data-bbox="150 308 463 622" data-label="Image"> </div> <div data-bbox="257 627 351 651" data-label="Caption"> <p>Photo 68</p> </div>		
12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	B	Not all WCs have lever style or sensor operated taps to aid people with dexterity impairments. It was noticed that various push taps were not shutting their valve off appropriately causing water wastage.
<div data-bbox="150 847 463 1161" data-label="Image"> </div> <div data-bbox="257 1166 351 1190" data-label="Caption"> <p>Photo 69</p> </div>		
12.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	Yes / N/A	Not deemed required at current should the accessible WC undergo a major refurbishment. Refer to 13.1.

Question	Response	Details
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 for this school. It is understood that the current showers have been decommissioned and are no longer in use.
 <p data-bbox="264 628 353 651">Photo 70</p>		
<b>Checklist 13 - WCs: Wheelchair Users</b>		
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 requires a complete refurbishment in order to ensure compliance with BS8300. The current facility is outdated and is not really ideal or any longer suitable.
 <p data-bbox="264 1211 353 1233">Photo 71</p>		
13.2 - Travel distance to a suitable WC no greater than that for able-bodied people?	Yes / N/A	The accessible WC is suitably positioned within ease of reach to the halls and reception area.

Question	Response	Details
13.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	A	The accessible WC has an inward opening door which will make it difficult to assist someone within the WC should they stumble and rest against the entrance.
<div data-bbox="152 339 465 651"></div> <p data-bbox="264 659 353 683">Photo 72</p>		

Question	Response	Details	
<p>13.4 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?</p>	A	<p>The hand wash basin is positioned too far away from the toilet pan and the taps are dated. It is preferable to have a single lever mixer tap.</p> <p>The mirror is too small and positioned too high off the ground floor level.</p> <p>The door peg is positioned too high on the door.</p> <p>All of the fittings are white seen against a cream background.</p> <p>There is no hand dryer available.</p> <p>There is no soap dispenser.</p> <p>The toilet seat is currently loose and not appropriately attached.</p>	
			
Photo 73	Photo 74	Photo 75	Photo 76

Question	Response	Details
<p>13.5 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?</p>	A	<p>The door lock is not compliant to BS8300 and there is no grab rail to the inner face of the entrance.</p> <p>Also refer to 8.6, The accessible WC entrance is stiff to close.</p>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Photo 77</p> </div> </div>		
<p>13.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?</p>	A	<p>Refer to above, The hand wash basin is positioned too far away from the toilet pan and the taps are dated. It is preferable to have a single lever mixer tap.</p>
<p>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?</p>	A	<p>Grab rails are dated and are of a mirrored finish which is not recommended. The drop down rail was deemed to be filthy.</p>
<div style="display: flex; align-items: center;">   <div style="margin-left: 10px;"> <p>Photo 78</p> <p>Photo 79</p> </div> </div>		
<p>13.8 - Is there a back rest provided to the toilet pan?</p>	A	<p>There is no backrest to the rear of the toilet pan.</p>

Question	Response	Details
<p>13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?</p>	A	<p>The flush is not of spatula style however it is located on the correct side of the toilet pan.</p>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Photo 80</p> </div> </div>		
<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, the sanitary bins were stored within the transfer area of the accessible WC denying wheelchair users the appropriate transferring techniques in which an accessible WC is designed to provide.</p>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Photo 81</p> </div> </div>		
<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>There is no emergency alarm within the accessible WC.</p>
<p><b>Checklist 14 - Facilities</b></p>		

Question	Response	Details
14.1 - Are seats provided at intervals along long internal routes or where waiting likely?	B	Within the small meeting room off the reception area, a chair with armrests should be provided.
<div data-bbox="152 308 465 622" data-label="Image"> </div> <div data-bbox="257 627 353 651" data-label="Caption"> <p>Photo 82</p> </div>		
14.2 - Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	Yes / N/A	Well contrasted seating with armrests are provided within the staff room.
<div data-bbox="152 815 465 1129" data-label="Image"> </div> <div data-bbox="257 1134 353 1158" data-label="Caption"> <p>Photo 83</p> </div>		

Question	Response	Details
14.3 - Are a number of chairs with armrests available within each learning space?	C	Classrooms do not have chairs with armrests to aid people with ambulant disabilities. Some classrooms have seats which are the same colour as the flooring such as 4YS.
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Photo 84</p> </div> <div style="text-align: center;">  <p>Photo 85</p> </div> </div>		
14.4 - 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	The dining counter does not feature an induction loop to aid people with hearing impairments.
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 for this school.

Question	Response	Details
14.6 - Do the dining / cafe areas have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	Yes / N/A	Non fixed seating is provided for dining times which is easily movable and adjustable. Some schools are now installing fixed pull out seating/tables which can be problematic as they are not very flexible and do not feature armrests.
 <p data-bbox="264 692 353 715">Photo 86</p>		
14.7 - Is there a dropped counter and an induction loop available for the Library counter?	Yes / N/A	Not applicable for this school.

Question	Response	Details
<p>14.8 - Where there are IT facilities or break out study areas are height adjustable computer desks available?</p>	<p>C</p>	<p>There are no height adjustable tables provided to accommodate wheelchair users and people of short stature. This is something that could be provided once it is a specific requirement such as a pupil who requires the use of a wheelchair.</p> <p>At the next refurbishment for the cookery room consider a height adjustable work/cook station for wheelchair users or for people of short stature.</p>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Photo 87</p> </div> <div style="text-align: center;">  <p>Photo 88</p> </div> </div>		
<p>14.9 - Do staff and general kitchenette areas have a lever tap to accommodate people with dexterity impairments? Are there split height work surfaces available?</p>	<p>D</p>	<p>The kitchenette within the staff room does not feature lever taps to aid people with dexterity impairments. Further kitchenettes require lever taps installed.</p> <p>Taps within classrooms should be changed to lever style to aid people with dexterity impairments.</p>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Photo 89</p> </div> <div style="text-align: center;">  <p>Photo 90</p> </div> <div style="text-align: center;">  <p>Photo 91</p> </div> <div style="text-align: center;">  <p>Photo 92</p> </div> <div style="text-align: center;">  <p>Photo 93</p> </div> </div>		

Question	Response	Details
<b>Checklist 15 - Way Finding</b>		
15.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	B	The school does not have any tactile or Braille signage to accommodate people with impaired vision. There is no pictorial information available.
15.2 - On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheel chair users with lower eye levels?	B	Upon entering the reception area there is a lack of suitable directory signage. May be deemed reasonable to retain as visitors are always escorted.
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)	B	There is a lack of signage to indicate where the toilets are located, there is no tactile or Braille signage provided on the toilet doors.
 <p data-bbox="264 1031 353 1054">Photo 94</p>		
15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	Yes / N/A	Not applicable for this school.
15.5 - Are the location of the lifts clearly signed at key locations throughout the site? Is there lift signage near the reception area and on entry to key stairwells?	Yes / N/A	Not applicable for this school.

Question	Response	Details
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?	D	Many of the noticeboards have a reflective surface making the information difficult to read due to glare.
 <p data-bbox="264 659 353 683">Photo 95</p>		
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	There is no signage to state that information can be provided in accessible formats on request.
15.8 - If this is a large site, is information also given in tactile form (such as maps and models)?	Yes / N/A	A tactile map would not be beneficial for a school of this size unless there is a specific need.
<b>Checklist 16 - Lighting &amp; Acoustics</b>		
16.1 - Lighting designed to meet a wide range of users needs? Level of lighting sufficient for intended use?	B	Refer to 6.2, The lighting within the reception area is extremely poor and requires upgrading.

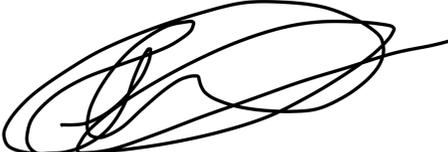
Question	Response	Details
<p>16.2 - Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?</p>	<p>B</p>	<p>Lighting throughout the corridors and select learning areas appears to be uneven and dark. Many areas have an unpleasant yellow hue.</p>
<div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Photo 96</p> </div> <div style="text-align: center;">  <p>Photo 97</p> </div> <div style="text-align: center;">  <p>Photo 98</p> </div> </div>		
<p>16.3 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?</p>	<p>D</p>	<p>The majority of the light switch plates are not suitably colour contrasted against their background.</p> <p>Sensor lighting should be considered for throughout the school which is not only energy efficient but also far more accessible than light switches that may not colour contrast against the walls or be positioned at awkward heights for wheelchair users.</p>
<div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Photo 99</p> </div> <div style="text-align: center;">  <p>Photo 100</p> </div> </div>		

Question	Response	Details
<p>16.4 - 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?</p>	<p>Yes / N/A</p>	<p>Blinds are provided within the classrooms which helps to control the glare that could hinder people trying to lip-read.</p>
<div data-bbox="152 373 465 686" data-label="Image"> </div> <p data-bbox="259 692 353 715">Photo 101</p>		
<p>16.5 - Within stairwells is the lighting adequate and well positioned? Are wall lights avoided?</p>	<p>Yes / N/A</p>	<p>Not applicable for this site.</p>
<p>16.6 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?</p>	<p>B</p>	<p>Some classrooms were reported as having a slight echo such as within 1M has it has high ceilings with no tiles.</p> <p>There was no obvious unnecessary obtrusive noises identified such as potentially from an IT server.</p>
<div data-bbox="152 1043 465 1359" data-label="Image"> </div> <p data-bbox="259 1366 353 1388">Photo 102</p>		

Question	Response	Details
16.7 - Good balance of hard and soft surfaces?	Yes / N/A	There is a mixture of hard and soft surfaces and furnishings available throughout the school.
16.8 - Are induction loops fitted within the key areas i.e.- Main Hall	A	There is no induction loop provided within the main hall or gym to aid people with hearing impairments. These parts of the school are areas in which visitors can frequent such as for performances.
 <p data-bbox="259 794 353 815">Photo 103</p>		
16.9 - Are portable induction loops available? Are staff members aware of how to use the facility and are they kept charged?	A	No portable induction loops are provided that could be transported around the school as when required.
<b>Checklist 17 - Means of Escape</b>		
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 the fire alarm being activated.
17.2 - Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	A	There is no level egress available from the kitchen fire exit as it leads to a platform then steps.

Question	Response	Details
<p>17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?</p>	A	<p>The fire exit from the kitchen leads directly to a platform in which wheelchair users would not be able to evacuate from.</p> <p>Once outside, wheelchair users are able to get to a place of safety. The pathways from the school are sufficient to allow appropriate manoeuvrability for wheelchair users.</p>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Photo 104</p> </div> </div>		
<p>17.3 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?</p>	Yes / N/A	Not applicable for this school.
<p>17.4 - 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>	Yes / N/A	Not applicable for this school.
<p>17.5 - Are EVAC chairs provided and is there signage indicating their location? Are staff members well versed in how to use the facility?</p>	Yes / N/A	Not applicable for this school.
<p>17.6 - Are staff trained in how to use the EVAC chairs? This is a legal requirement under the Health and Safety at Work Act 1974. When were the EVAC chairs last tested and maintained? A legal requirement under the Provision and Use of Work Equipment Regulations 1998.</p>	Yes / N/A	Not applicable for this school.
<p><b>Checklist 18 - Building Management</b></p>		

Question	Response	Details
18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	Yes / N/A	On the day of the survey, the external routes were very well maintained.
18.2 - Accessible parking; Designated spaces not used by non-disabled drivers and kept free from obstructions?	Yes / N/A	Not currently applicable for this school.
18.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	A	<p>Routes throughout were kept clear of any obstacles that could present potential difficulties for wheelchair users to manoeuvre.</p> <p>Refer to 7.1, The approach into the staff room is too tight to accommodate wheelchair users due to the way the door is hinged and the positioning of the lockers.</p> <p>Wheelchair users are likely to struggle to access the small kitchenette near the Headperson's office due to the positioning of a storage cabinet and chair.</p> <p>Wheelchair users may struggle to access the Headperson's office due to the positioning of the first chair.</p>
18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	Yes / N/A	Not applicable for this school.
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	Site management need to ensure that the appropriate procedures are in place to frequently check the exit routes to make sure that there are no obstacles. Alarm systems including those within the WCs also need to be 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	Site management need to ensure that the appropriate personal egress plans are available for each member of staff needing assistance.
18.7 - Means of Escape; Both general escape strategy and personal emergency egress plans regularly checked for efficiency and effectiveness?	A	Site management need to ensure that both the general escape strategy and personal emergency egress plans are regularly checked for efficiency and effectiveness.

Question	Response	Details	
18.8 - Equipment; Are emergency cord alarms tested at regular intervals to ensure that they are working? Are induction loops frequently tested for effectiveness?	Yes / N/A	Not currently applicable for this school.	
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	Steven Mifsud	08/10/2015 11:03	

# Photographs



Photo 1



Photo 2



Photo 3



Photo 4



Photo 5



Photo 6



Photo 7



Photo 8



Photo 9



Photo 10



Photo 11



Photo 12



Photo 13



Photo 14



Photo 15



Photo 16



Photo 17



Photo 18



Photo 19



Photo 20



Photo 21



Photo 22



Photo 23



Photo 24



Photo 25



Photo 26



Photo 27



Photo 28



Photo 29



Photo 30



Photo 31



Photo 32



Photo 33



Photo 34



Photo 35



Photo 36



Photo 37



Photo 38



Photo 39



Photo 40



Photo 41



Photo 42



Photo 43



Photo 44

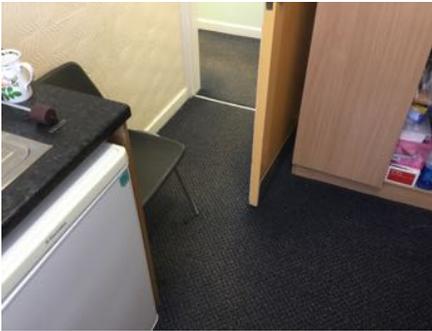


Photo 45



Photo 46



Photo 47



Photo 48



Photo 49



Photo 50



Photo 51



Photo 52



Photo 53



Photo 54



Photo 55



Photo 56



Photo 57



Photo 58



Photo 59



Photo 60



Photo 61



Photo 62



Photo 63



Photo 64



Photo 65



Photo 66



Photo 67



Photo 68



Photo 69



Photo 70



Photo 71



Photo 72



Photo 73



Photo 74



Photo 75



Photo 76



Photo 77



Photo 78



Photo 79



Photo 80



Photo 81



Photo 82



Photo 83



Photo 84



Photo 85



Photo 86



Photo 87



Photo 88



Photo 89



Photo 90



Photo 91



Photo 92



Photo 93



Photo 94



Photo 95



Photo 96



Photo 97



Photo 98



Photo 99



Photo 100



Photo 101



Photo 102



Photo 103

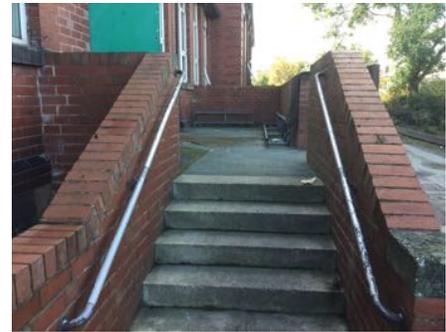


Photo 104

## Section 6 – Action Plan

### 6.1 - 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
<b>PRIORITY A</b>				
1.10	A new level pathway free of steps needs to be created to gain access onto the upper tier playground area. Both of the stepped routes up should have a free standing handrail provided to one side. Colour contrast also needs to be applied to the edges.	<p>Create a pathway to allow step free access onto the upper tier playground area.</p> <p>Consideration to installing a free standing BS8300 compliant handrail to one side of the stepped routes up. These should be well contrasted and not cold to touch.</p>	<b>OG / M</b>	
2.1	There are no accessible parking spaces marked out within the car park for Blue Badge holders.	<p>Provide accessible parking spaces. Install a sign to the front of each space. 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.</p> <p>Implement a management procedure to ensure the use of the accessible parking bays are monitored regularly to limit misuse by non-disabled motorists.</p> <p>There should be a sign at the entrance to the car park to indicate where the accessible parking spaces are located. Refer to BS8300, A sign or, if appropriate, signs should be provided at the entrance to each car park and at each change in direction to direct disabled motorists to designated parking spaces.</p>	<b>M</b>	

5.8	<p>The intercom is positioned too high off the ground floor level for wheelchair users and for people of small stature. The intercom does not have any accessible features such as an LED display to accommodate people with hearing impairments.</p>	<p>Install an intercom which has tactile definition to the buttons and an LED display. Ensure all operating parts are within 1050mm off the landing level and ensure no obstruction below. Ensure that it is well contrasted against the background upon which it is seen.</p> <p>Note AD M is not descriptive on intercoms and BS8300, best practice should be referred to. In all cases when installing intercoms specialist advice should be sought.</p> <p>NOTE Video entryphone systems provide additional benefits for the person answering the call, as well as for the person wishing to gain entry.</p>	M	
6.5	<p>There is no induction loop provided to the reception desk to accommodate hearing aid users who struggle when there is background noise.</p>	<p>Install an induction loop to the reception desk. Install signage indicating the availability of the facility and ensure that staff members are aware in how to use the system.</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	<p>Is there a procedure to ask visitors if they have any access requirements prior to their visit to the school?</p>	<p>Site management need to ensure that this is suitably in place. There should be a procedure to ask visitors prior to their visit if they may have any access requirements that the school should be aware of.</p>	N	

6.10	At current visitors are not asked if they may require assistance should the fire alarm be activated. This could potentially be provided as a question in the visitors sign in book.	Site management need to ensure that this is suitably in place. Visitors should be asked if they would need any assistance in the event of the fire alarm being activated, potentially provide a question within the visitors sign in book.	<b>N</b>	
7.1	<p>The approach into the staff room is too tight to accommodate wheelchair users due to the way the door is hinged and the positioning of the lockers.</p> <p>The staff corridor near the reception area may be difficult for wheelchair users to negotiate as there is a limited turning approach into the rooms.</p>	<p>Consideration to rehinging the door the other way and relocate the lockers to allow a maximum approach into the staff room.</p> <p>Deemed reasonable to retain the staff corridor as this would require structural works. Review as when required should a staff member who uses a wheelchair be employed by the school via providing alternative means of access such as an office in a more accessible part of the school.</p>	<b>OG / N</b>	
7.3	There is no step free access into the central courtyard and this could be considered discriminatory. It is recommended that a ramp be constructed.	<p>It is recommended that a ramp be constructed to allow step free access to the central courtyard.</p> <p>The ramp should have the lowest practical gradient within the range 1:20 to 1:12</p> <p>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 1500 mm long, clear of any door swing or other obstruction.</p> <p>BS8300 compliant handrails should be provided to both sides which are of an oval profile, be well contrasted and not cold to touch.</p>	<b>ST</b>	

8.4	<p>The meeting room off the main reception area should have the entrance widened. Users of larger wheelchairs may struggle to negotiate it.</p> <p>Throughout the school, many of the double doors are too narrow when a single leaf is opened. When doors are replaced, they should be replaced with a door and a half system.</p>	<p>Where there are double doors, these should be replaced with a door and a half system at the next refurbishment.</p> <p>Widen the entrance to the meeting room off the main reception area.</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	
8.6	<p>Numerous doors throughout the school have heavy opening pressures that require more than 30 Newtons of force to open. Many of the hinges also give off a loud squeaking noise which could be disruptive, this is likely to be because of the current damp.</p> <p>A such door that is too heavy to open is the boys WC opposite 4HM. The accessible WC entrance is stiff to close.</p>	<p>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.</p> <p>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. If the force of the closing device is too great or its speed too fast, disabled people risk being pushed off balance.</p>	OG	

13.1	The accessible WC requires a complete refurbishment in order to ensure compliance with BS8300. The current facility is outdated and is not really ideal or any longer suitable.	Undertake a complete refurbishment to the accessible WC. This is identified as one of the highest priorities within the report.  BS8300 should be referred to for the suggested layout and guidance.	<b>M</b>	
13.3	The accessible WC has an inward opening door which will make it difficult to assist someone within the WC should they stumble and rest against the entrance.	To comply with BS8300, the entrance should open outwards. Should someone stumble and rest against the door from the inside, it will be difficult to assist the person in an emergency.  This could be easily achieved by installing a swivel lock i.e. the door will still open inwards hence preventing a collision hazard within the corridor however it will be easy to open outwards in the event of an emergency.  Include as part of the refurbishment, refer to recommendation 13.1.	<b>M</b>	

13.4	<p>The hand wash basin is positioned too far away from the toilet pan and the taps are dated. It is preferable to have a single lever mixer tap.</p> <p>The mirror is too small and positioned too high off the ground floor level.</p> <p>The door peg is positioned too high on the door.</p> <p>All of the fittings are white seen against a cream background.</p> <p>There is no hand dryer available.</p> <p>There is no soap dispenser.</p> <p>The toilet seat is currently loose and not appropriately attached.</p>	Rectify as part of the refurbishment, refer to recommendation 13.1.	<b>M</b>	
13.5	<p>The door lock is not compliant to BS8300 and there is no grab rail to the inner face of the entrance.</p> <p>Also refer to 8.6, The accessible WC entrance is stiff to close.</p>	Include as part of the refurbishment, refer to recommendation 13.1.	<b>M</b>	
13.6	<p>Refer to above, The hand wash basin is positioned too far away from the toilet pan and the taps are dated. It is preferable to have a single lever mixer tap.</p>	Include as part of the refurbishment, refer to recommendation 13.1.	<b>M</b>	
13.7	<p>Grab rails are dated and are of a mirrored finish which is not recommended. The drop down rail was deemed to be filthy.</p>	Include as part of the refurbishment, refer to recommendation 13.1.	<b>M</b>	

13.8	There is no backrest to the rear of the toilet pan.	<p>A backrest should be provided to the rear of the toilet pan. Include as part of the refurbishment, refer to recommendation 13.1.</p> <p>Refer to BS8300 - a fixed horizontal rail, with a padded backrest, should be located behind, and centered on, the WC pan when the cistern is in a duct, when there is sufficient space below a low-level cistern (not close-coupled) or when the cistern is at high level, provided the rail's projection allows the seat to tilt beyond the vertical and remain raised so that the WC is comfortable and safe to use and can be used as a urinal.</p>	<b>M</b>	
13.9	The flush is not of spatula style however it is located on the correct side of the toilet pan.	<p>Install a spatula style flush on the transfer side of the toilet pan. Include as part of the refurbishment, refer to recommendation 13.1.</p> <p>Refer to BS8300 - Where practicable, the flush should be operated manually by a spatula type lever and, for a corner arrangement, positioned on the open or transfer side of the pan for ease of access.</p>	<b>M</b>	
13.10	On the day of the survey, the sanitary bins were stored within the transfer area of the accessible WC denying wheelchair users the appropriate transferring techniques in which an accessible WC is designed to provide.	<p>Implement a management procedure to ensure that accessible WC facility is 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.</p>	<b>N</b>	

13.11	There is no emergency alarm within the accessible WC.	<p>Include a cord alarm as part of the refurbishment, refer to recommendation 13.1.</p> <p>According to BS8300 - An emergency assistance pull cord should be sited so that it can be operated from the WC and from an adjacent floor area. The emergency assistance pull cord, coloured red, should be provided with two red bangles of 50 mm diameter, one set at a height between 800 mm and 1000 mm and the other set at 100 mm above floor level.</p>	<b>M</b>	
16.8	There is no induction loop provided within the main hall or gym to aid people with hearing impairments. These parts of the school are areas in which visitors can frequent such as for performances.	<p>Install an induction loop within the main hall to benefit hearing aid users. This is an area in which visitors can frequent such as for performances.</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>	<b>M</b>	
16.9	No portable induction loops are provided that could be transported around the school as when required.	<p>Purchase a portable induction loop which can be transported around the site as when required.</p> <p>Install signage indicating the availability of the facility on request.</p>	<b>M</b>	

17.2	There is no level egress available from the kitchen fire exit as it leads to a platform then steps.	Deemed reasonable to retain in the short term. Investigate if and should a staff member who uses a wheelchair work in this location.	N/A	
17.3	The fire exit from the kitchen leads directly to a platform in which wheelchair users would not be able to evacuate from.	Deemed reasonable to retain in the short term. Investigate if and should a staff member who uses a wheelchair work in this location.	N/A	
18.3	Wheelchair users are likely to struggle to access the small kitchenette near the Headperson's office due to the positioning of a storage cabinet and chair.  Wheelchair users may struggle to access the Headperson's office due to the positioning of the first chair.	Site management should review and take the appropriate action.	N	
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?	Site management need to ensure that the appropriate procedures are in place to frequently check the exit routes to make sure that there are no obstacles. Alarm systems including those within the WCs also need to be checked.	N	
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?	Site management need to ensure that the appropriate personal egress plans are available for each member of staff needing assistance.	N	
18.7	Means of Escape; Both general escape strategy and personal emergency egress plans regularly checked for efficiency and effectiveness?	Site management need to ensure that both the general escape strategy and personal emergency egress plans are regularly checked for efficiency and effectiveness.	N	

<b>PRIORITY B</b>				
1.1	Whilst the school is close to public transport options and there is a car park available, options on how to arrive on site should be clearly displayed on the website.	Options on how to arrive at the site should be clearly illustrated on literature and on the website.  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.	<b>N</b>	
1.3	The pavements on approach to the school may be too narrow for some wheelchair users or mobility scooter users. This means that they may have to travel along the road and then back onto the pavement via the dropped kerbs at the gate exposing people to oncoming traffic.	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 1 800 mm, if there is intense simultaneous use in both directions by the population at large, including people in wheelchairs; b) at least 1 500 mm, if the route is less busy and passing places are provided for wheelchair users c) at least 1 200 mm, in exceptional circumstances, e.g. for rarely used access routes; d) at least 900 mm, for paths within the curtilage of a single dwelling.	<b>N</b>	
1.6	The seating provided within the right side playground (one of them has no bench) are not colour contrasted causing a potential hazard.	Add colour contrast to the seating to ensure that they do not pose a potential hazard.	<b>OG</b>	

2.5	<p>At current people would need to exit their vehicle upon arriving at the school gate to speak on the intercom. This is likely to cause potential difficulties for wheelchair users. The intercom does not have an LED display to accommodate people with hearing impairments.</p>	<p>It would be preferable to install a post mounted intercom that can be accessed from a drivers window.</p> <p>The intercom should have an LED display to aid people with hearing impairments.</p> <p>BS8300 States - Entryphone systems should contain a light emitting diode (LEd) display to enable people who are deaf and hard of hearing to use them. the means of indicating that the call is acknowledged and that the lock has been released (if permitted) should be both audible and visible.</p> <p>In the short term provide a sign with a mobile number that can be texted or called to provide access. A member of the front line staff will need to man the mobile phone.</p>	M	
4.6	<p>The external steps do not have suitable colour contrast provided to the edge of the step nosings. The steps up to the mobile building require repainting. The left side fire exit steps from the mobile building does not have the top step highlighted.</p>	<p>Bright colour contrast needs to be painted to the edge of the step nosings to clearly highlight their presence.</p> <p>AD M criteria will be satisfied if all nosings are made apparent by means of a permanently contrasting material 55mm wide on both the tread and the riser.</p>	OG	

5.5	The entrance has a vision panel on the left side but not on the actual entrance. This could result in a potential collision hazard from someone on the inside opening the door onto someone outside.	Provide a vision panel to prevent a potential collision hazard.  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.	<b>M</b>	
5.11	Automated door openers would be beneficial for the main entrance when budget permits. Potentially coincide with recommended works for the main entrance. This would increase accessibility for a range of users.	To be reviewed, providing automatic closers 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 750 mm and 1 000 mm from the finished floor level in order to be clearly visible, they should contrast visually with the surrounding background.	<b>M</b>	

5.12	The intercom lobby doors are not colour contrasted against the surround and should be replaced with a door and a half system to allow a greater clearance width through the master leaf for wheelchair users.	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.  Ensure that the new lobby doors are colour contrasted against the surround upon which they are seen.	<b>M</b>	
6.2	The lighting within the reception area is extremely poor and requires upgrading.	A lighting review should be undertaken. A new consistent lighting scheme should be designed which does not have reflections, glare and deep shadows.	<b>M</b>	
6.8	The seating provided within the reception area do not feature armrests to aid people with ambulant disabilities.	Provide some seating in the reception waiting area which has armrests to aid people with ambulant disabilities. Ensure all seating is well contrasted against the background upon which they are seen.  According to BS8300 - 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 if it has no armrests.	<b>M</b>	
12.1	Some toilet lobbies are very tight in size causing maneuverability issues such as the male staff WC.	Deemed reasonable to retain in the short term if the accessible WC is fully refurbished as per recommendation 13.1.  Review at the next access audit due in 2018.	<b>N/A</b>	

12.3	Throughout all of the WCs the colour contrast is poor. The fittings and fixtures are not easily seen against their backgrounds. The colour schemes are bland with no strong visual clues.	<p>Colour contrast should be added to the fixtures and fittings within the WCs.</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>	<b>OG</b>	
12.4	Cubicle doors throughout are not appropriately colour contrasted to aid people with impaired vision. Doors are mainly the same colour as the partitions.	Add colour contrast to the cubical doors to aid people with impaired vision. Also refer to 12.3.	<b>OG</b>	
12.5	None of the urinals feature a grab rail to aid ambulant disabled people.	A well contrasted grab rail should be provided to one urinal in every WC where applicable.	<b>M</b>	
12.6	Not all WCs have lever style or sensor operated taps to aid people with dexterity impairments. It was noticed that various push taps were not shutting their valve off appropriately causing water wastage.	<p>A rolling programme should be implemented to ensure that within every W.C that there are taps which are operated via a lever action, 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>	<b>M</b>	
14.1	Within the small meeting room off the reception area, a chair with armrests should be provided.	Provide chair with armrests to aid ambulant disabled persons.	<b>M</b>	

<p>15.1</p>	<p>The school does not have any tactile or Braille signage to accommodate people with impaired vision. There is no pictorial information available.</p>	<p>Review of way finding signage required.</p> <p>Tactile and Braille signage should be provided 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.</p> <p>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>	<p><b>M</b></p>	
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15.2	Upon entering the reception area there is a lack of suitable directory signage. May be deemed reasonable to retain as visitors are always escorted.	<p>The appropriate reception signage should be provided as part of the recommended way finding review, refer to 15.1</p> <p>Signs and universally accepted symbols or pictograms, indicating lifts, stairs, WCs, 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. Plain English and pictograms together should be used to assist people with learning difficulties</p>	<b>M</b>	
15.3	There is a lack of signage to indicate where the toilets are located, there is no tactile or Braille signage provided on the toilet doors.	The appropriate toilet signage should be provided as part of the recommended way finding review, refer to 15.1	<b>M</b>	
15.7	There is no signage to state that information can be provided in accessible formats on request.	Signage should be provided to indicate that all leaflets and information can be provided in accessible formats on request.	<b>N</b>	
16.2	Lighting throughout the corridors and select learning areas appears to be uneven and dark. Many areas have an unpleasant yellow hue.	<p>A lighting review should be undertaken. A new consistent lighting scheme should be designed which does not have reflections, glare and deep shadows.</p> <p>Lighting should create a confusion-free environment that avoids excessive reflection, glare, deep shadows and wide variations in lighting levels. The lighting design should aim to achieve this by controlling the location, quantity and quality of both natural and artificial light.</p>	<b>M</b>	

16.6	<p>Some classrooms were reported as having a slight echo such as within 1M as it has high ceilings with no tiles.</p> <p>There was no obvious unnecessary obtrusive noises identified such as potentially from an IT server.</p>	<p>Investigate introducing soft furnishings within the classrooms and see if this improves the acoustics.</p> <p>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 and quality of reflected sounds, might become confused because of extended reverberation times, or an echo effect. The use of materials with very high absorbencies can give rise to spaces that have a muffled, lifeless character.</p> <p>Ceiling, wall and floor materials should contribute to an acoustic environment that helps orientation and enables audible information to be clearly heard.</p>	<b>M</b>	
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PRIORITY C				
1.2	There is no tactile paving provided to the crossing points on approach to the school to aid people with impaired vision.	Site management should undertake liaison with the Highways Dept to provide tactile paving in the area to aid people with impaired vision.	N	
1.5	There is a lack of on street signage on approach to the school.	<p>The site management should undertake liaison with the local Highways Dept to increase current level of on-road and street signage.</p> <p>People with hearing impairments make up the largest group of disabled people. They can be helped or hindered by signage. Good signage can mean that a person with a hearing disability can manage without having to ask questions. For further information on signage please refer to - JMU Access Partnership and The Sign Design Society. 2000. ISBN 185878 412 3.</p>	N	

1.8	<p>There is a lack of seating with armrests within areas that parents pick up and drop off their children.</p> <p>There is a lack of suitable seating with armrests within the playground areas to aid people 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 in resting places should meet the following recommendations.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2) Armrests should be provided to help people lower themselves onto the seat and stand up.</li> <li>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.</li> <li>4) A supportive back-rest should be incorporated for at least 50% of the length of the seat.</li> </ol>	<b>M</b>	
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4.2	<p>The kitchen fire exit steps has handrails which are of exposed metal making them cold to touch.</p> <p>At the Year 4 entrance, there is no grab rail/ handrail provided for the top step.</p> <p>Steps down to the central courtyard need to have new handrails installed. Flights have a handrail to the top step only and because the paint has flaked off they are cold to touch.</p>	<p>BS8300 compliant handrails should be installed to the external steps. These should be well contrasted and not cold to touch.</p> <p>The handrails should be coated with nylon or a suitable alternative to ensure that they are 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 needs to be at least 300mm beyond the top and the bottom of the steps and should not project the route of travel.</p>	M	
5.1	<p>The mobile building entrance is not suitably colour contrasted against the facade to aid people with impaired vision.</p>	<p>Colour contrast should be added to the entrance to ensure that it is clearly visible on approach to aid people with impaired vision.</p> <p>AD M - The presence of the door should be apparent not only when it is shut but also when it is open. Where it can be held open, steps should be taken to avoid people being harmed by walking into the door</p>	OG	

5.2	The pupil entrances are of double doors which are too narrow when a single leaf is opened. It would be preferable to make these a door and a half system.	<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>	<b>M</b>	
7.5	The colour scheme throughout the school is quite bland with no strong visual clues to aid people with impaired vision. The floors and walls are of a similar colour along with pale wood doors and white frames. The skirting boards are well contrasted.	At the next planned renovation/re-decoration liaison should be undertaken with the RNIB to ensure a well-designed colour scheme adding contrast to floors, skirting and walls is provided which would substantially aid people with impaired vision to navigate around the building.	<b>OG</b>	
8.1	The colour scheme throughout the school is quite bland. The doors do not stand out visually. Toilet doors are well contrasted against their surround to aid people with impaired vision.	<p>Ensure all doors have contrast against the surroundings upon which they are seen.</p> <p>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>	<b>OG</b>	

8.3	<p>Not all doors have vision panels installed such as the small kitchenette near the Headperson's office.</p>	<p>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>Implement management procedure to ensure that the temporary notices are not on the vision panels.</p>	M	
14.3	<p>Classrooms do not have chairs with armrests to aid people with ambulant disabilities. Some classrooms have seats which are the same colour as the flooring such as 4YS.</p>	<p>Ensure that there is a chair with armrests available within each of the classrooms. This is a recommendation that may need to be phased.</p> <p>Also ensure that any new furniture purchased will suitably colour contrast against the background upon which it will be seen.</p> <p>According to BS8300 - 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 if it has no armrests.</p>	M	

14.4	The dining counter does not feature an induction loop to aid people with hearing impairments.	Deemed reasonable to retain until a student with a hearing impairment requests this facility. No further action.	<b>N/A</b>	
14.8	<p>There are no height adjustable tables provided to accommodate wheelchair users and people of short stature. This is something that could be provided once it is a specific requirement such as a pupil who requires the use of a wheelchair.</p> <p>At the next refurbishment for the cookery room consider a height adjustable work/cook station for wheelchair users or for people of short stature.</p>	<p>Site management to review, height adjustable table should ideally be purchased and installed for wheelchair users or people of small stature who may require them.</p> <p>At the next refurbishment for the cookery room consider a height adjustable work station for wheelchair users.</p>	<b>M</b>	

<b>PRIORITY D</b>				
1.9	Entrance gates do not suitably colour contrast and there is no contrast to the controls to aid people with impaired vision.	Add colour contrast to the gates and their controls to aid people with impaired vision.	<b>OG</b>	
2.7	Is the car park adequately lit? Do staff members frequently check the level of lighting within the car park?	Site management should check the lighting levels within the car park during darker hours to ensure they are sufficient.	<b>N</b>	
3.1	The ramps do not have colour contrast to the surface to indicate the presence of a gradient.  The ramp up to the mobile classroom has suitable colour contrast however the yellow markings are starting to fade.	Colour contrast should be added to the surface of the ramps.  According to BS8300 - The colour of the surface of a ramp should contrast in luminance with that of a landing and surrounding area so that its presence is distinguishable by people with impaired vision.	<b>OG</b>	
4.1	External steps do not feature tactile paving to assist people with impaired vision.	Install tactile paving to the top of the external steps.  AD M criteria will be satisfied if a 'corduroy' hazard warning surface is provided at the top and bottom landings of a series of flights to give advance warning of a change in level.	<b>M</b>	
4.3	Lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?	Site management should check the lighting levels during darker hours to ensure they are sufficient.	<b>N</b>	

5.10	At the next refurbishment for the site, consider installing recessed mats rather than the current loose ones to minimise the potential tripping hazard. At another site we've surveyed, similar mats to these were provided and someone tripped up on one of the loose corners.	At the next planned refurbishment for the site, consider installing recessed mats which are flush with the surrounding flooring.  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.	<b>M</b>	
6.4	The reception does not have colour contrast provided to the front to aid people with impaired vision.	Replace a section of the flooring in front of the reception desk with an alternative that is suitably colour contrasted.  This will aid people with impaired vision when attempting to locate the reception desk.	<b>OG</b>	
6.7	The school does not have a minicom provided to accommodate hearing impaired people who are unable to use the telephone.	Provide a minicom facility and ensure staff are trained in how to use the facility.  Ensure that the direct line is advertised in relevant literature and on the internet.  Note – whilst it is possible to take an incoming minicom call via BT Typetalk (a BT relay operator recites what is being typed on the minicom) Personal research shows that people would rather not have a third person in the conversation.	<b>M</b>	

8.7	<p>There is a mixture of keypads used on site and are positioned too high off the ground floor level for wheelchair users. Many people with dexterity impairments can find these difficult to use.</p>	<p>A review should be undertaken to assess whether it would be possible to remove these keypads and switch over a swipe card system.</p> <p>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.</p>	<b>M</b>	
14.9	<p>The kitchenette within the staff room does not feature lever taps to aid people with dexterity impairments. Further kitchenettes require lever taps installed.</p> <p>Taps within classrooms should be changed to lever style to aid people with dexterity impairments.</p>	<p>Ensure lever taps are available within the kitchenettes to aid people with dexterity impairments.</p> <p>In the event of employment of a disabled person, the kitchenettes should include disability access, i.e., a section of work top lowered to 800mm with clear space underneath to allow wheelchair access; sink unit to have lever taps fitted, and utensils included.</p> <p>This could potentially be paid/partially paid for by the Government scheme 'Access To Work'</p> <p>Install lever taps to the sinks within the classrooms.</p>	<b>M</b>	
15.6	<p>Many of the noticeboards have a reflective surface making the information difficult to read due to glare.</p>	<p>At the next planned replacement for the noticeboards, ensure that the new boards have protective covers that do not reflect light or produce a glare.</p>	<b>M</b>	

16.3	<p>The majority of the light switch plates are not suitably colour contrasted against their background.</p>	<p>At the next planned electrical rewire for the site, light switches need to be lowered to within a range of 750mm and 1200mm.</p> <p>All switches and controls should be operational without the use of both hands and have front plates that contrast visually to surround.</p> <p>Sensor lighting should be considered for throughout the school which is not only energy efficient but also far more accessible than light switches that may not colour contrast against the walls or be positioned at awkward heights for wheelchair users.</p>	<b>M</b>	
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