Preston Candover CE Primary School

Accessibility Policy, Audit and Plan

2018 - 2021

Approved by:	**Date:**
Last reviewed on:	
Next review due by:	

Contents

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. As a school, we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all pupils, irrespective of special need or disability.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school supports any available partnerships to develop and implement the plan. Preston Candover C of E Primary School's Governing Body supports the principles and aims of Hampshire Local Authority's Access Strategy for Schools and Colleges and will work jointly with the LA to implement agreed objectives to meet the county's targets for improving access to schools and colleges.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	External access to the school is good and the buildings are single storey. Car parking is provided very near to the entrance. The school is small and relatively easily navigable for all users. All modern doors (internal and external) meet accessibility requirements There is an accessible WC near to reception which is well positioned and designed. Reception is easily accessible. All rooms have movable furniture making disabled access easy Lighting is generally good inside.					
Improve the delivery of information to pupils with a disability	• Improve external lighting. • External signage, especially to make pedestrian entrance(s) to playground clearer, point way to main door, etc. • Internal signage,	Medium term Medium term Medium term	ML, SO, HF to identify appropriate signage needed. Gather quotes and order.	ML, SO, HF HF	Summer 18	Lighting from the reception door to the car park will be improved. Signage will be accessible, clear and informative from the moment you arrive at

	especially to lower height – and remove obstructions from – fire exit signs					the school gates.
Improve and maintain access to the physical environment	• Ramp from playground to school door level, possibly to include handrail	Long term	HF, SO, ML to investigate purchase of portable ramps as advised by OT service and LA as required.	ML, SO, HF		Physical access to the school will improved and accessible to all.
	• Ramp to KS1 school entrance	Long term				
	• Ramp(s) to allow access to KS2 and KS1 wings, possibly met by temporary/movable ramp in short term	Long term				
	• Older classroom doors to be replaced with glass-panelled doors (c. 10 doors)	Long term	ML, SO, HF to investigate and gather quotes.	ML, SO, HF	Autumn 18	
	• Fire evacuation plan to include provision for wheelchairs, especially to get over the step outside each fire exit door	Long term (no current wheel chair users)				
	• Create reserved disabled parking space	Medium term	ML, SO, HF to investigate and gather quotes.	ML, SO, HF		
	• Re-paint the nosings of the playground steps	Medium term				
	• Alternative provision if required for coats/bags given inaccessibility of cloakroom(s)	Long term				

Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Ongoing	All teachers and staff in planning the curriculum.	All teachers	Ongoing	All pupils will have access to a differentiated curriculum.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Ongoing				
	Curriculum resources include examples of people with disabilities.	Ongoing				
	Curriculum progress is tracked for all pupils, including those with a disability.	Ongoing				
	Targets are set effectively and are appropriate for pupils with additional needs.	Ongoing				
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Ongoing				
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Pictorial or symbolic representations We would implement as required to meet the needs of any pupil: • Large print resources • Induction loops (if required)	Classes to have visual timetables. Use of different coloured paper for pupils with dyslexia. Coloured screens for white boards. As required	ML. All teachers in planning and use of resources.	ML. All teachers	Ongoing	Communication throughout the school will be accessible to all.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher, Chair of Governors and Resources Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk Assessment policy
- Health and Safety policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND)
- SEN Information Report
- Supporting Pupils with Medical Conditions policy

Appendix 1: Accessibility audit

ACCESSIBILITY AUDIT CHECKLIST

Preston Candover CE Primary School
16 November 2017
Conducted by: M Banks (Governor), M Larkins (Caretaker), C Taylor (Inclusion Leader)

Main findings:
Accessibility outside and inside the school is mixed. Priority issues listed below require consideration by the HT and Resources Committee, especially to understand likely costs and practicality of fixing.

Positive points:
- External access to the school is good and car parking is provided very near to the entrance (but see below re: specific reserved disabled parking space)
- The school is small and relatively easily navigable for all users (but see below re: step-free access to Key Stage 2 (KS2) and Key Stage 1 (KS1) wings)
- All modern doors (internal and external) meet accessibility requirements
- Accessible WC near to reception is well positioned and designed
- Reception is easily accessible (but see below re: signage)
- All rooms have movable furniture making disabled access easy
- Lighting is generally good inside

Priority accessibility issues for consideration:
- External signage, especially to make pedestrian entrance(s) to playground clearer, point way to main door, etc.
- Internal signage, especially to lower height – and remove obstructions from – fire exit signs
- Ramp from playground to school door level, possibly to include handrail
- Ramp to KS1 school entrance
- Ramp(s) to allow access to junior and infant wings, possibly met by temporary/movable ramp in short term
- Older classroom doors to be replaced with glass-panelled doors (c. 10 doors)
- Create reserved disabled parking space
- Re-paint the nosings of the playground steps
- Alternative provision for coats/bags given inaccessibility of cloakroom(s)
- Induction loop at reception
- Improve lighting from the car park to the reception door.

A - APPROACH and CAR PARKING

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
A01.	Is the building within convenient distance of a public highway?	Y		
A02.	Is the building within convenient distance of public transport?	Y		
A03.	Is the building within convenient distance of car parking?	Y		
A04.	Is the route clearly marked/found?	Y		
A05.	Is the route free of kerbs?	Y		
A06.	Is the surface smooth and slip resistant?	Y		
A07.	Is the route wide enough?	Y		
A08.	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	Y		
A09.	Is it adequately lit?		N	Lighting is across road
A10.	Is it identified by visual, audible and tactile information?	Y		No audible info
A11.	Is there car parking for people with reduced mobility?	Y		Inside school grounds, so would need help w gate
A12.	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Y		Yes, but no specific disabled parking space reserved
A13.	Is the car parking as near the entrance as possible?	Y		
A14.	Is the car parking area suitably surfaced?	Y		Yes, but lighting not adequate
A15.	Is the route to the building kept free of snow, ice and fallen leaves?	Y		
A16.	Is the route level? (ie. no gradient steeper than 1:20 and no steps)	Y		

General notes to block:

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
B01.	Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	Y		Plenty of step-free access from school parking to playground and to school main door
B02.	Is it wide enough and suitably graded?	Y		But some obstacles (tables) in route to door
B03.	Is the surface slip resistant?	Y		
B04.	Are there kerbs and are there edges protected to prevent accidents?	Y		
B05.	Are there handrails to one or both sides? (delete)		N	Impractical to provide rails
B06.	If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			Perhaps provide ramp from playground directly up to front door
B07.	Are there (alternative) steps? (delete)			
B08.	Identified by visual/tactile information?		N	Could improve signage from car parking to playground/reception
B09.	Are there handrails to one or both sides? (delete)		N	
B10.	Are ramps and steps adequately lit?	Y		
B11.	Are treads and risers consistent in depth and height?	Y		
B12.	Are all nosings marked and/or readily identifiable? (delete)		N	Playground step nosings need repainting
B13.	Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			n/a
B14.	If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9			n/a

General notes to block:

- Improve lighting in car parking area
- Improve signage to school front door (e.g. pedestrian access, way to reception)
- Consider visually-impaired paving 'bumps' on both sides of pedestrian gates
- Move tables in front school hall to allow easier double-buggy/wheel chair access along that route
- Consider investing in permanent ramp from playground to level in front of school, including handrail

C – ENTRANCES, INCLUDING RECEPTION [SCHOOL MAIN FRONT DOOR]

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	Y		
C02. If glass is it visible when closed?	Y		
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	Y		
C04. Does it have a level or flush threshold, and a recessed matwell? (delete)	Y		
C05. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	Y		
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	Y		
C07. Can the door furniture be used at both standing and seated height? (delete)	Y		
C08. Can it be easily grasped and operated?	Y		
C09. If the door has a closer mechanism does it have:			
(a) delayed closure action?			
(b) slow-action closer?	Y		
(c) minimal closure pressure?	Y		
C10. If the door is power-operated does it have visual and tactile information?			n/a
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		N	Clearer signage, consider braille pad
C12. If there is a lobby, do the inner and outer doors meet the same criteria?			n/a
C13. Do lobby layouts enable all users to clear one door before going through the next?			n/a
C14. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		N	Improve signage at correct eye level to guide to reception etc
C15. Does the lighting installation take account of the needs of visually disabled people?	Y		
C16. Are floor surfaces:			
(a) slip-resistant, even when wet?	Y		
(b) of a quality that is sympathetic to acoustics – i.e. not so "hard" as to cause acoustic confusion?	Y		
(c) firm for wheelchair manoeuvre?			
C17. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		

C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
C19.	Is it fitted with an induction loop?		N	
C20.	If public telephone is available (say at reception, is it, and its instructions):			
	(a) at a height suitable for all users?	Y		
	(b) equipped with inductive coupling?		N	
C21.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		N	Could improve signs. Not practical/necessary to provide model given size of school

General notes to block:

- In general, access through main front door is appropriate
- Signage at the door – for the bell – and when first entering the door can be improved.

C – ENTRANCES, INCLUDING RECEPTION [Key Stage 1 ENTRANCE]

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

	Y	N	Notes
C010. Is the door clearly distinguishable from the facade?	Y		
C011. If glass is it visible when closed?	Y		
C012. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	Y		
C013. Does it have a level or flush threshold, and a recessed matwell? (delete)	Y		
C014. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	Y		
C015. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doors wing?	Y		
C016. Can the door furniture be used at both standing and seated height? (delete)		N	Security lock is placed high to prevent child access presumably, but is therefore not easily accessible
C017. Can it be easily grasped and operated?		N	
C018. If the door has a closer mechanism does it have:			
(a) delayed closure action?			
(b) slow-action closer?	Y		
(c) minimal closure pressure?			
C22. If the door is power-operated does it have visual and tactile information?			n/a
C23. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		N	
C24. If there is a lobby, do the inner and outer doors meet the same criteria?			n/a
C25. Do lobby layouts enable all users to clear one door before going through the next?			n/a
C26. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		N	
C27. Does the lighting installation take account of the needs of visually disabled people?	Y		
C28. Are floor surfaces:			
(a) slip-resistant, even when wet?	Y		
(b) of a quality that is sympathetic to acoustics – i.e. not so "hard" as to cause acoustic confusion?	Y		

	(c) firm for wheelchair manoeuvre?		
C29.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y	
C30.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?		n/a
C31.	Is it fitted with an induction loop?		n/a
C32.	If public telephone is available (say at reception, is it, and its instructions):		n/a
	(a) at a height suitable for all users?		
	(b) equipped with inductive coupling?		
C33.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	N	Could improve signage at this entrance to rest of school, particularly to reception

General notes to block:

- Biggest accessibility issue at KS1 door is no step-free access – only practical solution would be a long ramp that hugs the wall of the kitchen, with handrail
- Signage and lighting could be improved at that door, and the door furniture is too high for wheel chair users

D – HORIZONTAL MOVEMENT AND ASSEMBLY

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	Y		
D04. Is turning space available for w.ch. users?	Y		
D05. Do natural and artificial lighting avoid glare and silhouetting?	Y		
D06. Are there visual clues for orientation?	Y		
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	Y		
(b) avoid light reflection and sound reverberation?	Y		
D08. Do textured surfaces convey useful information for people with impaired vision?			n/a
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?		N	
D10. Are there tactile signs and information for those with impaired vision?		N	
D11. Is the maintenance of these items checked regularly?			n/a
D12. Is lighting designed to meet a wide range of needs?	Y		
D13. Is sufficient circulation space allowed for wheelchair users?	Y		
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		Care re display boards near reception area
D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?	Y		
D16. Are all areas for assembly/meeting equipped with an induction loop system?		N	
D17. If the use of an induction loop system is precluded is an infra-red system in place?		N	
D18. Is the functioning and operation of the induction loop or infra-red system checked regularly?			n/a
D19. Are telephones fitted with inductive loop couplers?		N	

	D20.	Is a minicom available for use by people with hearing disabilities?		N	

General notes to block:

- No step-free access to KS2 or KS1 class room wings. Need to consider (temporary or permanent) ramps to allow wheel chair/buggy access for both
- Cloakroom in KS2 wing is inaccessible, but alternative accessible WC is provided near reception
- Staffroom would be difficult for a wheelchair user
- All older classroom door ways are not accessible – no glass panels, doors not wide enough
- All key signage (e.g. fire exit) tends to be too high or obscured by blinds (on many classroom external fire exit doors)
- Fire exit doors out of main hall have a step outside

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be
given consideration in the school's Accessibility Plan.

		Y	N	Notes
E01.	Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)		N	
E02.	Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)	Y		
E03.	Is any level change clearly lit?	Y		
E04.	Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	Y		
E05.	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	Y		
E06.	Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?		N	
E07.	Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]			n/a
E08.	If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			n/a
E09.	Are steps available as an alternative to any ramp or ramped surface?	Y		
E10.	Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)? (delete)			n/a
E11.	Platform Lift (delete)			n/a
	(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)			
	(b) Is the platform adequate for wheelchair use and manoeuvre.			
	(c) In the event of a power failure does the platform return to lower level?			
	(d) Is the equipment maintained and its operation checked regularly?			
E12.	Stairlift (delete)			n/a
	(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)			
	(b) Is the platform adequate for wheelchair use and manoeuvre?			
	(c) Is approach convenient and safe at all appropriate landings? (delete)			
	(d) Does the stairlift have a 'Soft-Start' action?			

(e) When not in use is the platform powered to fold away to avoid obstruction?			
(f) In the event of a power failure does the platform return to lower level?			
(g) Is the equipment maintained and its operation checked regularly?			
E13. Lift		n/a	
(a) Is the lift's location clearly defined by visual and tactile information? (delete)			
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)			
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			
(d) Does the lift door open widely enough for wheelchair user access?			
(e) Does door operation allow slow entry and exit?			
(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer? (delete)			
(g) Does the car have appropriate support rails?			
(h) Are the lift car controls. inc. emergency call, located within reach of all users and with visual and tactile information?			
(i) Is there audible floor indication?			
(j) Is the lift an 'Evacuation Lift? (see section J – MEANS OF ESCAPE)			
(k) Is the lift regularly maintained and its functional operation routinely checked?			

General notes to block:

- As in section d, need to consider ramp(s) for steps in junior and infant wings

F - DOORS

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
F01.	Do the doors serve a functional/safety purpose? (delete)	Y		
F02.	Can they be readily distinguished?	Y		
F03.	If glass, are they visible when shut?	Y		But most have no glass
F04.	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		N	
F05.	Does the clear opening width permit wheelchair access?		N	
F06.	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?		N	Will vary
F07.	Is any door furniture/handle at a height for standing/sitting use? (delete)	Y		
F08.	Are door/handles clearly distinguished?	Y		
F09.	Can the door furniture/handles be easily operated/grasped? (delete)	Y		
F10.	If door closers/mechanisms are fitted do they provide the following: (delete)			Varies
	(a) security linkage?			
	(b) delay-action closure?			
	(c) slow-action closure?			
	(d) minimum closure pressure?			
F11.	Is door/mechanism function checked regularly?	Y		

General notes to block:

- All older classroom doors are not accessible – no glass panels, not wide enough
- All classroom fire exit doors have external step immediately outside

G - LAVATORIES

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
G01.	Is WC provision made for people with disabilities?	Y		But again no step free access from infant wing
G02.	Do all lavatory areas have slip-resistant floors?	Y		
G03.	Are they easy to distinguish by colour contrast from walls?	Y		
G04.	Are all fittings readily distinguishable from their background?	Y		
G05.	Are all door fittings/locks easily gripped and operated?	Y		
G06.	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Y		
G07.	Is provision made for wheelchair users? If so:	Y		
G08.	Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)		N	
G09.	Is the location clearly signed?		N	Not from all parts of school
G10.	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
G11.	Are the door fittings/locks and light switches easily reached and operated?	Y		
G12.	Is there an emergency call system and is someone designated to respond?	Y		
G13.	Can the emergency call system be operated from floor level?	Y		
G14.	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	Y		
G15.	Are the fittings arranged to facilitate these manoeuvres?	Y		
G16.	Are handwashing and drying facilities within reach of someone seated on the WC?	Y		
G17.	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		
G18.	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		
G19.	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	Y		

G20.	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	Y		

General notes to block:

H – FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
H01.	Is any servery/counter accessible to all users, including those with hearing impairments?	Y		
H02.	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			n/a. Most if not all seating is not fixed
H03.	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?		N	Water fountains?
H04.	Is it possible for people with disabilities to serve as volunteers?	Y		
H05.	Are all fittings readily distinguishable from their background?	Y		
H06.	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	Y		
H07.	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Y		
H08.	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		N	Space is tight and full of furniture. Staff kitchen not accessible
H09.	Are all relevant locations clearly signed?		N	See above

General notes to block:

I - INFORMATION

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
I01.	Is the building equipped to provide hearing assistance?		N	
I02.	Does lighting installation of the building take into account the needs of people with visual disabilities?	Y		
I03.	Is there a tactile plan or diagram of the building?		N	Not practical/necessary
I04.	Are there large-print versions of information about the building/activities available?		N	
I05.	Is there 'braille' information available for people with visual disabilities?		N	
I06.	Is there an 'audio' version of information about the building available?		N	
I07.	Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?		N	
I08.	Where a payphone is provided does it have a hearing aid coupler?			n/a
I09.	Are all relevant locations clearly signed?		N	

General notes to block:

- As stated previously, signage could be improved outside and inside school
- Could consider making large print/braille school info available (eg map of school, contact details, etc)

J – MEANS OF ESCAPE

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should
be given consideration in the school's Accessibility Plan.

		Y	N	Notes
J01.	Is there a visible as well as audible fire alarm system? (delete)	Y		
J02.	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		N	Most classroom and hall fire exits have an external step
J03.	Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)			n/a
J04.	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	Y		
J05.	If refuges are available are they equipped with 'carry chairs'?		N	
J06.	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y		
J07.	Is the evacuation strategy checked regularly for its effectiveness?	Y		
J08.	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	Y		
J09.	Are all fire warning devices and detectors checked routinely and regularly?	Y		

General notes to block:

- Biggest issue is external step on all classroom/main hall fire exits