Accessibility Audit

Date: March 2023

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.

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.

1.3 AUDIT PROCESS

The audit was undertaken by using the following checklist with a walk-through of the school. The general order of the checklists is:

Checklist Ref	Description
Checklist 1	Approach routes and street furniture
Checklist 2	Car Parking
Checklist 3	External Ramps
Checklist 4	Entrances
Checklist 5	Reception Area and Lobbies
Checklist 6	Corridors and internal surfaces
Checklist 7	Internal door
Checklist 8	WC provision and changing areas
Checklist 9	WC wheelchair users
Checklist 10	Facilities
Checklist 11	Layout
Checklist 12	Lighting and Acoustics
Checklist 13	Means of Escape
Checklist 14	Building Management
Checklist 15	Way Finding

Stage 1 – Information gathering

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

Stage 2 – Action Plan

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

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
MSC -   Major Structural Change

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

1.7   IMAGES

Images are used within this report; these are for illustrative purposes only.

Site Details

DESCRIPTION OF PROPERTY

Description	Details
Date of Construction:	New School - Post 2000
Constructed of:	Traditional Construction
Number of Floors:	Single Storey
Access Via:	Main Entrance
External Areas:	Approach Routes / Car Parking / Play Areas

FACILITIES IN PLACE

Facility	Details
Ramps	Provided
Visual indicators for fire alarms	Visual Strobe Lights Provided
Induction loops / Infrared systems	None Provided to Reception Or Main Hall
Accessible toilets	Excellent Provision / Level Access Shower Provided
Tactile signage	No Tactile / Braille Signage Provided
On site assistance	Front Line Staff
Designated parking areas	5 No Accessible Bays Provided - Over Requirement

Audit

Checklist 1 - Approach Routes & Street Furniture

Question	Response	Details
1.1 - Is the school within convenient walking distance of: - Public Highway and Pathways? - Public Transport e.g. Bus Stops? - Car parking?	C	The school is close to public transport options and there is a car park available for school staff, visitors and children with specific medical needs (disabled spaces are available by the school entrance). There are no accessible car parks for parents. The school has two entrances which does help to disperse traffic however as result of the main drive being on a main road and the rear entrance leading to a housing estate, congestion can be an issue at drop-off and pick-up times. Parents wishing to use the car park need to obtain a pass from the school.
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 Deaf / Blind?	C	There is tactile paving provided to the crossing points on approach to the school to aid people with impaired vision.

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?	No action	All of the routes are wide enough to accommodate wheelchair users. Regular ground maintenance ensures pathways are clear
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	No action	The approach to the entrances have surfaces which are even and slip resistant. The Site Supervisor does daily walks of the building and reports any concerns.

1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	C	There is a lack of on street signage on approach to the school. The school sign is set back from the road. There is a bush in front of the main sign which is maintained under the ground's maintenance. The school should ensure that this remains trimmed for access to the sign. There is no signage at the back of the school. ACTION: Look into additional signage and positioning to aid visibility
1.6 - Free from hazardous building features such as outward-opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?	B	The external columns within the reception class play area do not have markings provided at two heights, this could cause a potential collision hazard. ACTION: use tape to correct this issue

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1.7 - Adequate seating provided along routes? Is there suitable seating within the play areas?	C	Whilst there is plenty of seating on the playground, they do not have armrests.
1.8 - Is there accessible play area provided for children with disabilities? Are all key external areas accessible such as wildlife areas?	No action	All of the playground areas are accessible with no issues to report. Wheelchair access is possible to the outdoor classroom and the forest school area.

Checklist 2 - Car Parking		
Question	Response	Details
2.1 - Are accessible bays provided for badge holders?	No action	Accessible parking spaces are provided within the school car park.
2.2 - Accessible bays clearly sign-posted?	D	There is post -ounted signage provided to the front of the accessible parking spaces.

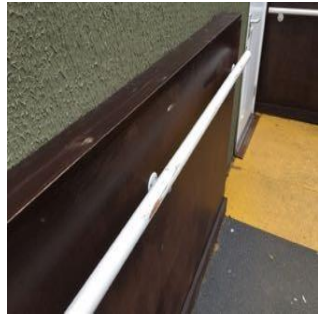| 2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheel chair parked alongside? | No action | The accessible parking spaces are correctly marked out in accordance to BS8300. No issues to report.

Link to BS8300 - www.towardsvision.org/uploads/4/0/3/7/40379829/bs_8300-1-2018_built_environment.pdf |

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| 2.4 - Close enough to facilities the car park serves? | No action | 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?	No action	The approach to the entrance from the accessible parking spaces is all flat with no potential obvious difficulties that could occur.
2.6 - 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.

Checklist 3 - External Ramps		
Question	Response	Details
3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	No action	The ramp up to the mobile has colour contrast to the surface to indicate the presence of a gradient. This will minimise a potential stumbling hazard. The outdoor classroom also has a ramp.

3.2 - Suitable handrails on each side?	No action	For the mobile, BS8300 compliant handrails are provided to both sides of the ramp. No issues to report. The outdoor classroom does not need a rail due to length and gradient of ramp.
3.3 - Surface slip-resistant, firmly fixed and easy to maintain?	No action	The ramp appears to have a surface which is slip-resistant, firmly fixed and easy to maintain. No issues to comment.

Checklist 4 - Entrances

Question	Response	Details
4.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	No action	The main entrance is suitably colour contrasted against the surrounding facade to aid people with impaired vision.

4.2 - 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?	No action	The main entrance has a width which provides sufficient clearance for wheelchair users. Press-button access for disabled users it located on the wall outside for entrance and in the reception lobby for exit.
4.3 - Level or flush threshold?	C	A level threshold is provided through the main entrance. The Rainbow Room has a step so requires a portable ramp.

4.4 - 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?	No action	The main entrance is fully glazed which provides a clear view into the building.

4.5 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?	No action	The main entrance is automatic providing ease of access for all.
4.6 - Door closer of appropriate type? Can the door be easily opened single handedly?	No action	The main entrance is automatic providing ease of access for all.
4.7 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?	B	Manifestations are provided at the main entrance. No issues to report. There are no manifestations on the entrance to the Rainbow Room.
4.8 - Weather mat of firm texture and flush with floor?	No action	No issues to report.
4.9 - Are automatic doors provided? If so, do these remain open long enough for a slow-moving person to pass through? Are visual and tactile warnings provided? If automatic doors are operated via a push pad rather than a sensor, are these clearly seen on approach?	No action	On the day of the survey, the timings of the automatic doors appeared to be sufficient to allow slow moving persons through without causing a potential collision hazard. The push pads are easy to see on approach.

Checklist 5 - Reception Areas and Lobbies

Question	Response	Details
5.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	No action	The main entrance is fully glazed which provides a clear view into the building and the front line staff are able to see if someone requires assistance.
5.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	No action	The reception area is well lit and there is no glare that could cause potential difficulties for people who lip-read.
5.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	No action	The reception is suitably designed to serve and be staffed by a wheelchair user. No issues to report.

5.4 - If security permits the use of a glazed screen, is this nonreflective and free of glare which could hinder lip-readers?	D	The reception has a glazed screen which is reflective which is likely to cause potential difficulties for people who lip-read. Deemed reasonable to retain in the short term as the glass is typically pulled to one side when in use.
5.5 - 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.
5.6 - Seating designed for ease of use? Is there a management procedure to ensure spaces are provided for wheelchair users?	B	The seats within the reception area do feature armrests to aid ambulant disabled persons. All chairs are all of low height. ACTION: add one seat at a higher height

Question	Response	Details
5.7 - Is there a procedure to ask visitors if they have any access requirements prior to their visit to the school?	B	Update the visit/trip checklist to include question about accessibility ACTION
5.8 - When checking in / signing in, are visitors asked if they may require assistance if the fire alarm is activated?	B	Review where visitors indicate that they require access. ACTION: Update signing-in sheet

Checklist 6 - Corridors and Internal Surfaces

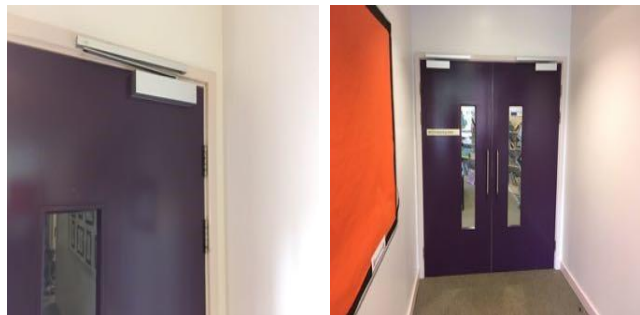| Question	Response	Details

6.1 - Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?	No action	Main corridors have widths which would easily accommodate wheelchair users. The building has been purposely designed with accessibility in mind. Staff are reminded to keep corridors clear. Health and Safety Ambassadors do regular checks to ensure routes are accessible.
6.2 - 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?	B	There is no step free access available into the external Rainbow Room denying access for wheelchair users. Note, there is no colour contrast provided to the edge of the step.

6.3 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	No action	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.
6.4 - 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)	No action	The colour scheme employed throughout the school is excellent. Doors are well contrasted. No issues to report.

Question	Response	Details
6.5 - Floor surfaces slip-resistant? Bright, boldly patterned floors avoided? Busy or distracting wall coverings avoided?	No action	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. Busy or distracting wall coverings have been avoided.

Checklist 7 - Internal Doors

| Question	Response	Details
7.1 - Distinguishable from surroundings?	No action	The doors are suitably colour contrasted against their surroundings. The use of purple seen against white walls provides excellent colour contrast.

Question	Response	Details

7.2 - 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	Key doors throughout have the appropriate vision panels however there are a select number that do not such as the entrance for the staff room or for the Headteacher's office. This could cause a potential collision hazard. On the day of the survey, some vision panels had notices on them causing a potential collision hazard. ACTION: vision panels should not be covered unless it is a lockdown situation.

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7.3 - 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?	No action	All doors exceed 750mm width which allows wheelchair users to easily pass through without catching their knuckles on the door frames.
7.4 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	No action	BS8300 compliant tubular style lever handles are provided throughout the site. Handles are also well contrasted against the background upon which they are seen.
7.5- Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	No action	All doors were identified as being easy to open using less than 30 Newtons of force. No issues to report.

Checklist 8 - WC Provision & Changing Areas

Question	Response	Details
8.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	No action	No issues to report.
8.2 - Slip-resistant floors throughout?	No action	Slip resistant flooring is provided within each of the WCs.
8.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	C	Throughout all of the WCs the colour contrast is poor. The fittings and fixtures are not easily seen against their backgrounds. Items are generally white seen against a similar coloured wall.
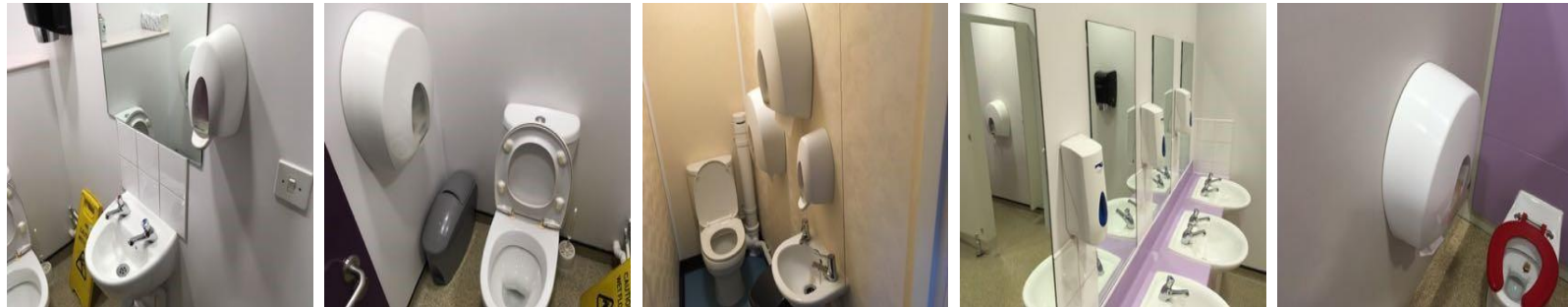
Question	Response	Details
8.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	No action	Cubicle doors throughout are appropriately colour contrasted to aid people with impaired vision. Controls were also identified as being easy to use.
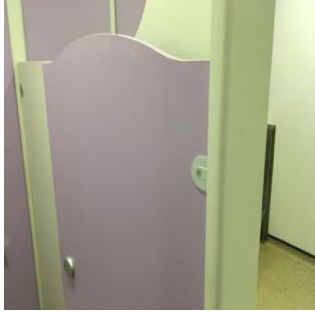
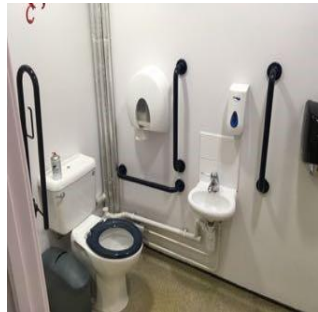| 8.5- Are lever style taps provided within the WCs to aid people with dexterity impairments?	C	WCs do not have lever style or sensor operated taps to aid people with dexterity impairments, taps are generally of the push type. Lever style taps are available in the disabled toilets and can be accessed by children who require this system.

8.6 - When there is no accessible WC available, is there a facility provided for ambulant disabled people?	B	There is an ambulant cubicle within the reception classroom to the far end of the toilet. Consideration should be given to providing grab rails within this unit. Note on the day of the survey, this unit was being used for storage.
8.7 - Where there are shower facilities, is a grab rail provide there a level access shower for disabled people?	D	A very well equipped level access shower is provided within the medical room.

Checklist - WCs: Wheelchair Users

Question	Response	Details

9.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	No action	The school is extremely well equipped with toilet facilities for disabled people. There are four accessible WCs available, one is a medical room which also has a level access shower. All facilities have the appropriate dimensions in accordance to BS8300. There is also an ambulant cubicle within the reception classroom.

9.2 - Travel distance to a suitable WC no greater that that for able-bodied people?	No action	The accessible WCs are sporadically and well positioned throughout the school. No issues to report.
9.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	No action	The accessible WCs have outward opening doors which will make it easy to assist someone within the WC should they stumble and rest against the entrances.
9.4 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	No action	The accessible WCs have a grab rail provided to the inner face of the entrances and the locks are deemed easy to use. No issues to report.

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9.5 - Tap appropriate for use by a person with limited dexterity, grip of strength?	No action	A lever tap is provided within the accessible WCs which aids people with dexterity impairments.
9.6 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	No action	BS8300 compliant grab rails are provided throughout the accessible WCs and they are well contrasted against their surround to aid people with impaired vision. The use of blue grab rails seen against white walls provides sufficient colour contrast.
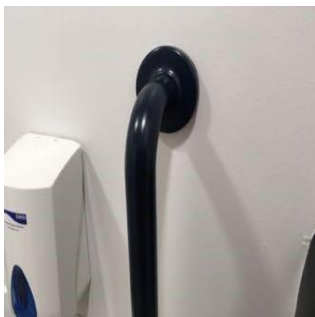
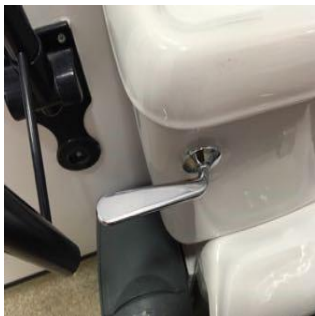| 9.7 - Is there a back rest provided to the toilet pan?	C	There is no backrest provided to the rear of the accessible WC toilet pans. However, the Hygiene Room has a special seat which does have a back rest

9.8- Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	C	The flush within the accessible WC near the staff room is not of spatula style however it is located on the correct side of the toilet pan.

9.9 - 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?	No action	On the day of the survey, the sanitary bins /items were being stored within the transfer area of some accessible WCs denying wheelchair users the appropriate transferring techniques in which an accessible WC is designed to provide.

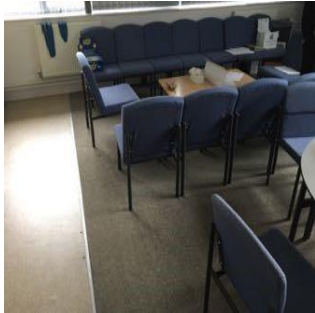| 9.10 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	No action	There is a red cord alarm in all disabled toilets which is easy to reach.

Checklist 10 - Facilities

Question	Response	Details

10.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	C	There are no chairs with armrests provided within the staff room to aid ambulant disabled persons. There should be a chair with armrests provided within the lobby waiting area. ACTION – purchase armrest chairs
10.2 - Are a number of chairs with armrests available within each learning space?	C	There are chairs around the school which can be used if required. One member of staff who requires armrest seating and specific height has a designated chair to use.

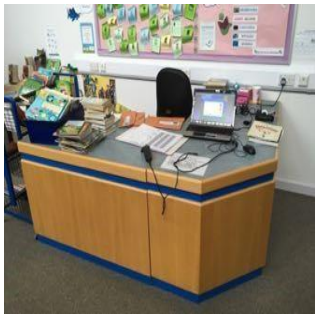| 10.3 - Do the dining / cafe areas have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	No action	Non fixed seating is provided for dining times which is easily movable and adjustable.

10. - Is there a dropped counter and an induction loop available for the Library counter?	No action	Deemed reasonable to retain.

10.5 – Are tables at varied heights available?	C	There are a range of different height tables which can be used.

Question	Response	Details
10.6 - Do staff and general kitchenette areas have a lever tap to accommodate people with dexterity impairments? Are there split height work surfaces available? Are there lever taps within the classrooms?	D	The kitchenette within the staff room does not feature lever taps to aid people with dexterity impairments. Wheelchair users would find the sink easy to use as there is suitable knee recess available.

Checklist 11 - Way Finding

Question	Response	Details
11.1 - Overall layout of school reasonably clear and logical?	No action	

Checklist 12 - Lighting & Acoustics

Question	Response	Details
12.1 - Lighting designed to meet a wide range of users needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	No action	No issues to report. Lighting was deemed to be excellent throughout the school.
12.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?	D	Sensor lighting is provided 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.

Question	Response	Details
12.3 - Are learning spaces appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?	No action	Roller blindslinds are provided within the classrooms which helps to control the glare that could hinder people trying to lip-read.

Question	Response	Details
12.4 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units) Good balance of hard and soft surfaces?	No action	There was no obvious unnecessary obtrusive noises identified such as potentially from an IT server.

Checklist 13 - Means of Escape		
Question	Response	Details
13.1 - Audible alarm system supplemented by visual system?	No action	There are visual strobe alarms to inform people with hearing impairments in the event of the fire alarm being activated.

13.2 - Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	No action	Level egress is available out of all the fire exits which will allow wheelchair users independence in the event of fire evacuation. This is a very accessible school and was clearly built with accessibility in mind.
13.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	No action	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.

Checklist 14 - Building Management		
Question	Response	Details
14.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	C	On the day of the survey, the external routes were very well maintained. Site supervisor completes daily checks on external routes to check they are clear.

14.2 - Accessible parking; Designated spaces not used by non-disabled drivers and kept free from obstructions?	C	Due to limitations on parking, disabled bays are used to ensure access of the site. Priority is always given to blue-badge holders.
14.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	No action	Routes throughout were kept clear of any obstacles that could present potential difficulties for wheelchair users to manoeuvre.
14.4 - 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?	D	Healthy and Safety Lead and Team check on means of escape.
14.5 - Means of Escape; Personal egress plan available for each member of staff needing assistance? Overall escape strategy for visitors who may need assistance?	C	No plans required at present.

15.7 - Means of Escape; Both general escape strategy and personal emergency evacuation plans regularly checked for efficiency and effectiveness?	C	Individual PEEPs (Personal Emergency Evacuation Plan) is in place for a wheelchair user.
15.8 - Equipment; Are emergency cord alarms tested at regular intervals to ensure that they are working?	D	Site management checks the cord alarms on weekly basis.

ACTION PLAN

Action	Priority	Cost	Comments
1.5 – Look into additional signage and positioning to aid visibility	C	M	Health and Safety Team with the Parish Council are looking at this
1.6 – Use tape to on structural posts to aid vision	B	M	
1.7 – Review seating on the playground	C	SC	
4.3 – Purchase a portable ramp for the Rainbow Room if the room becomes required for wheelchair access on a regular basis.	C	M	
4.7 – Add manifestations to the Rainbow Room doors	B	M	
5.6 – Add seat at a higher height in the main reception when purchasing new seating.	C	M	
5.7 – Update the trip/visitor checklist to include a question about accessibility	B	N	
5.8 – On the signing in form for visitors, add a statement which tells the visitor to let them know if they require support during a fire drill or any other support	B	N	
6.2 – Add a colour contrast to the Rainbow Room Step	B	N	

7.2 – Ensure that vision panels on classroom doors are not covered unless it is a lockdown	C		
8.6 – When the foundation stage toilets are decorated, look at adding a grip rail in the widest toilet in Foundation Stage	C	M	
10.1 – When new furniture is required for the main reception and staffroom, purchase chairs with armrests	C	M	