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MILNTHORPE PRIMARY SCHOOL

ACCESS AUDIT REPORT & DRAFT ACCESSIBILITY PLAN



Name & Address of Premises: Milnthorpe Primary School
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 LA7 7QF

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1. Introduction

1.1. The Equality Act 2010

The Equality Act came into force on 1 October 2010. It brought together over 116 separate pieces of legislation into one single Act. The Act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. It enshrines in legislation the need for all reasonable steps to be taken to adapt the workplace for disabled people and to ensure that as far as is reasonable, the service being provided is not run in a way which makes it unreasonably difficult or even impossible for a disabled person to use.

Under the Equality Act, as providers of services to the public, schools have a legal duty to take positive steps, referred to as 'reasonable adjustments', to ensure that disabled people can access their services.

1.2. Definition of Disability

Under the Equality Act 2010 a person has a disability if:

- they have a physical or mental impairment.
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial.
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

The following are the day-to-day activities covered by the Act:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight

A person does not need to be registered disabled in order to be protected under the Act, they simply need to show that their condition is a disability. 'Proof of disability' should not be routinely undertaken (as advised by the EHRC, which states that people should only be asked for proof of disability where there is reasonable doubt). When seeking 'proof of disability', the individual should not be disadvantaged further, and it remains the responsibility of the organisation to seek such proof and to safeguard confidential details in line with existing data-protection legislation. People who have had a disability in the past that meets the definition are also protected by the Act.

1.3. Disability and Special Educational Needs (SEN)

Though the definitions of disability and SEN are covered by different legislation, in practice there is a significant overlap; in particular, children with more significant SEN, including those who have a statement (under the Education Act 1996) or an education, health and care plan (under the Children and Families Act 2014) are more likely to be covered by the Equality Act, not because they have a statement or plan, but because they are more likely to meet the definition in the Act.

Research suggests that about a quarter of disabled children do not have SEN. Children who have a range of health conditions, such as epilepsy, diabetes or more severe forms of asthma and eczema, are likely to be covered by the definition of disability but may not be identified as having SEN.

The disability discrimination legislation in the Equality Act covers disabled children and young people whether or not they have SEN.

1.4. Reasonable Adjustments

Where something a school does might put a disabled child at a substantial disadvantage compared with other children who are not disabled, schools must take reasonable steps to avoid that disadvantage. This is usually referred to as the reasonable adjustments' duty.

The duty is anticipatory: it requires schools to think ahead and make adjustments so that disabled students can participate in the whole life of the school and in order to avoid any disadvantage that might otherwise occur.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. Schools will not be expected to make adjustments that are not reasonable and are not under a duty to make alterations to the physical environment, although they should be planning to do so as part of their accessibility planning duty.

1.5. The Built Environment

Buildings and the spaces separating or linking them have conventionally been designed, constructed and used in ways reflecting the size, strength and capabilities of an average fit and healthy person.

People who have been excluded or inconvenienced by the limitations of these norms have been considered to have "special needs". More recently however, designers have been spurred on, particularly by legislation relating primarily to new buildings, to provide for the safety and convenience of a much wider range of users, notably people with impairments.

The introduction of the Disability Discrimination Act in 1995, which was replaced by the Equality Act in 2010, means that it is no longer acceptable to discriminate unreasonably against disabled people by providing them with lower standards of service or lesser employment opportunities. Two main issues have therefore emerged for consideration and action – the location, design, construction and use of new facilities and the alteration and adaptation of existing premises. These considerations extend beyond the fabric of the buildings and their surroundings to the ways in which they are used.

1.6. Access Audit Purpose

The purpose of an access audit is to assess the suitability of a building for use by people who have physical, sensory, or mental impairments. Following the audit, deficiencies in the building design may emerge. Further investigation will be required to identify and prioritise potential solutions and costs. It is recommended that managers consult specialists in building design and access for advice on the most appropriate solutions.

The access audit report is designed to help you produce an action plan for improvement for inclusion in the Accessibility Plan or as part of an addendum (objectives) to a Single Equality Scheme/Policy or Development Plan.

The report will:

- identify necessary adjustments in the service provided to disabled staff, students and visitors to the site in order to meet the requirements of the following guidance:
 - Equality Act 2010;
 - BS 8300-1:2018 Design of an accessible and inclusive built environment. Part 1: External environment - Code of practice;
 - BS 8300-2:2018 Design of an accessible and inclusive built environment. Part 2: Buildings – Code of practice;
 - Approved Document B – Fire Safety - Volume 2: Buildings other than dwellings;
 - Approved Document K – Protection from falling, collision and impact;
 - Approved Document M – Access to and use of buildings - Volume 2: Buildings other than dwellings.
- provide the first "reasonable step" to prioritising and improving disabled access to the site and to the services it provides as indicated in current legislation;

- consider the current management and organisation of the building and the service it provides in order to achieve maximum accessibility for all users;
- inform the setting's Accessibility Plan and/or the objectives identified in the club's Single Equality Scheme. It will also help to identify issues which may be included in future refurbishment, regular maintenance and budget planning for substantial capital costs;
- support bids and applications for consent for alterations, extensions and new builds in compliance with Parts M and K of the Building Regulations;
- assist application for Lottery, Government funding and other grants available to sites and other settings.

Dimensions used are taken from a number of sources. Those taken from Part M (Access to and Use of Buildings) and Part K (Protection from falling, collision and impact) of The Building Regulations 2010 (including amendments) should be seen as minimum requirements. Where available, dimensions taken from BS 8300:2018 are included and these should be regarded as the standard to achieve where possible.

2. Report Content

2.1. Scope of Audit

The Access Audit and subsequent report was undertaken in line with the Equality Act 2010. It does not state specific EA performance criteria, nor does it give detailed specifications for the design of a management plan.

Audits tend to represent a 'snapshot' in time and are based on 'sampling techniques' so may not identify everything that is non-compliant. This audit report covers what was seen at the time and, where possible, reflect good practices and identified suggested improvement and priorities. Absence of comments should not however be taken to imply full compliance with legislation.

This audit report covers:

- External Access Routes
- Car Parking
- Entrances and Reception Areas
- Corridors and Assembly Areas
- Accessing Internal Spaces (wayfinding, doors, lighting, surfaces & fittings)
- Internal Level Changes (lifts, internal ramps and stairs)
- WC Provision
- Means of Escape
- Provision of Information

For further details and guidance refer to the following documents: The Equality Act 2010, BSI British Standard BS8300:2018 (Design of an accessible and inclusive built environment - Codes of practice), Building Regulations Approved Document M (2015 edition) - Access to and use of buildings and Building Regulations Approved Document Part K (2013 edition) - Protection from falling, collision and impact.

2.2. Report Structure

The audit report includes findings and recommendations with suggested priorities/timescales. The report contains descriptions of how the physical features and other elements of the building are found at the time of the visit. Recommendations are made within each section, along with a priority for the recommendation. The priority grading as indicated below, is based on how severe a barrier the issue presents, and not how long it may take to resolve. These priorities and categories should be read in context of the report.

Priority		Timescale
M	This item centres on management of the building or policy.	Action recommended immediately
1	This item causes a major barrier to access or may be a health and safety issue and should be given immediate consideration or action. For example, entry to a building may be difficult so the recommendation to overcome this should be acted on immediately.	Action recommended immediately - even if there is no issue at present a policy/procedure should be developed ahead of the issue arising.
2	This item causes a less significant barrier to access. For example, modification may be needed to an existing feature, e.g. signage.	As soon as practicably possible for the recommendation.
3	This is a feature that presents a barrier to access, but it is felt reasonable for improvements to be carried out as part of general day-to-day maintenance.	In relation to the recommendation this could be as routine works or when next decorating.
P	These are works that can be regarded as a project. They generally require a plan to be developed and will take longer than previous recommendations to carry out.	Ongoing

2.3. Terms and Definitions

Access: approach, entry, horizontal and vertical movement or exit., including in cases of emergency.

Accessible route: any route that is used to approach a building or to move between buildings or within a building.

Accessible: capable of being independently accessed and used.

Blister pedestrian crossing surface: form of tactile paving whose surface has parallel rows of flat-topped blisters (domes) to warn people who are blind or partially sighted of the proximity of a carriageway at pedestrian crossing points and other access points to a carriageway. NOTE The paving is installed at the dropped kerbs of both controlled and uncontrolled crossings. The colour of the paving is red for controlled crossings (e.g. signal-controlled and zebra crossings) and generally buff at other crossings.

Controlled door closing device: a device that is capable of closing a door from any angle and against any latch fitted to the door.

Conventional passenger lift: lifting appliance with operating speeds greater than 0.15 m/s, for any travel distance, and intended for the transport of persons or persons and goods.

Corduroy hazard warning surface: form of tactile paving, the surface of which has raised ribs to warn people who are blind or partially sighted of a potential hazard ahead. NOTE The ribs, spaced at 50 mm centres, are installed at right angles to the direction of travel.

Desire line: shortest or most easily navigated pedestrian route.

Effective Clear Width (ECW): the width of the opening, measured at right angles to the wall in which the door is situated, from the outside of the door stop on the closing side to any obstruction on the hinge side. See Fig 1 below (extract from BS8300 – 2: 2018)

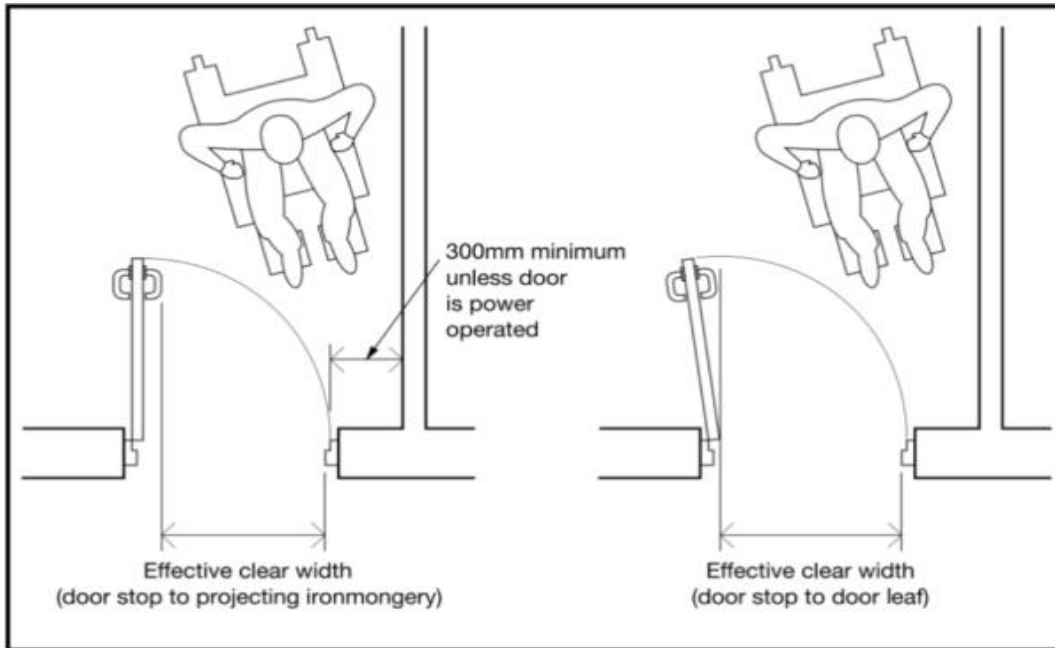


Figure 1

Emergency exit device: exit device intended for use in situations where people are familiar with the emergency exit and its hardware, having prior knowledge of its operation, and therefore a panic situation is unlikely to develop.

Emergency voice communication system (EVC): system that allows voice communication in either direction between a central control point and a number of other points throughout a building or building complex, particularly in a fire emergency situation. See also Refuge.

Enclosed vertical lifting platform: vertical lifting appliance with enclosed liftway, a speed not greater than 0.15 m/s, a carrier which is not completely enclosed, and primarily intended to permit the access of persons with limited mobility.

Evacuation lift: conventional passenger lift used as part of the evacuation sequence for persons with disability and persons requiring assistance, which has appropriate structural, electrical and fire protection and is capable of being taken under control by a trained and authorized person.

Flight (Steps and ramps): a continuous series of steps or continuous ramp between two landings.

Going (Steps and ramps): horizontal distance between two consecutive nosings, measured along the walking line; horizontal distance between each end of a ramp.

Handrails (Steps and ramps): component of stairs, steps or ramps that provides guidance and support at hand level. NOTE A handrail might form the top rail of guarding (balustrading), be supported independently from guarding or be supported from a wall.

Illuminance: amount of light falling on a surface, measured in lumens per square metre (lm/m^2) or lux (lx)

Impairment: This is the result of a person's condition. For example, a person with arthritis in the hand could be said to have impaired manual dexterity.

Inclusive design: approach to the design of the environment, including buildings and their surrounding spaces, and managed and natural landscapes, to ensure that they can be accessed and used by everyone.

Landing (Steps and ramps): level platform or part of a floor at the end of a flight of steps or a ramp flight or slope.

Level (Steps and ramps): gradient not steeper than 1:60.

Light reflectance value (LRV): total quantity of visible light reflected by a surface at all wavelengths and directions when illuminated by a light source. NOTE Surfaces that differ sufficiently in LRV can be

distinguished from one another by people who are blind or partially sighted. The LRV scale runs from 0, which is a perfectly absorbing surface that could be assumed to be totally black, up to 100, which is a perfectly reflective surface that could be considered to be perfect white. Because of practical influences in any application, black is always greater than 0 and white never equals 100.

Manifestation: permanent markings or features within areas of full-height transparent glazing, glazed walls or screens, fully glazed doors or glass doors, which help to prevent collisions by making the glazing more visible to building users.

Non-enclosed vertical lifting platform: vertical lifting appliance having non-enclosed or partially enclosed liftways, a carrier which is not completely enclosed, a speed not greater than 0.15 m/s, and intended for use by persons with limited mobility.

Nosing (Steps): front edge where the riser and tread of a step meet or landing and riser.

PEEP: Personal Emergency Evacuation Plan, is a documented plan of how a disabled person is going to safely evacuate a building in the event of an emergency and the assistance that they will require. It will describe the route and method of evacuation. Especially when a person would usually use a lift to move between floors and these are not available during evacuation and when evacuation routes through a building are different to those regularly used. PEEPS should be developed for disabled staff, regular disabled visitors to the building and disabled visitors who are not known.

Ramp: one or more inclined surfaces with a gradient no shallower than 1:20 and no steeper than 1:12.

Refuge: area that is both separated from a fire/smoke by a fire-resisting construction and provided with a safe route to a storey exit. This is a place of temporary safety. See also Emergency voice communication system.

Rise (Stairs): Vertical distance between the horizontal upper surfaces of two consecutive treads or between a tread and a floor or a tread and a landing. The distance between the level surfaces a foot is placed upon.

Single sex WCs: WCs that are designated for male or female use only.

Slope: inclined surface with a gradient steeper than 1:60 but no steeper than 1:20.

Stair width: The distance between walls, balustrade or upstands whichever is closer to the useable surface of the stair.

Tonal contrast: perception of a difference visually between one surface or element of a building and another by reference to their light reflectance values (LRV).

Tread: Horizontal part of a step. The area the foot is placed upon.

Unisex (WCs): designed for all with or without assistance.

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

3. The Access Audit

3.1.1 Site Overview

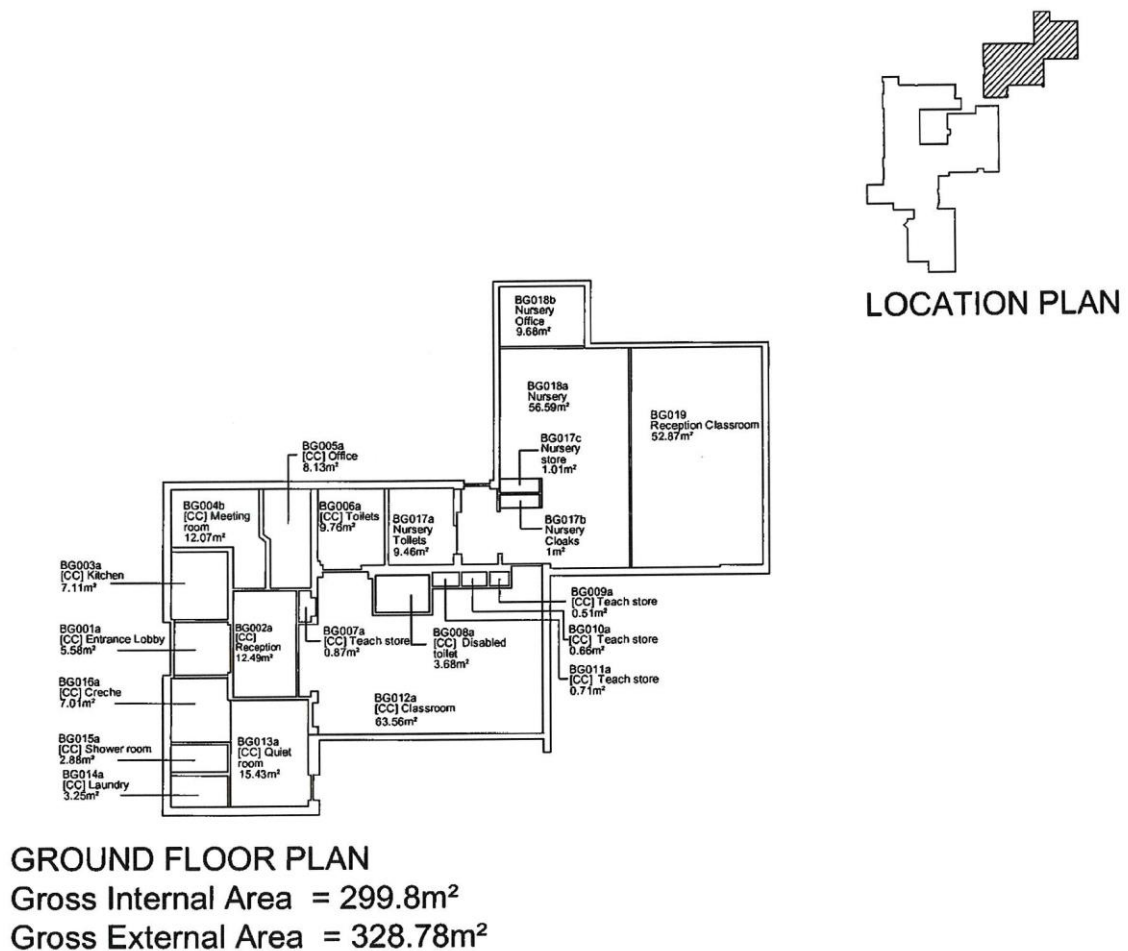
3.1.2 The school is built upon a raised site with sloping access from the surrounding residential housing estate. The school is comprised of two buildings. The main building, which houses Year 1 to Year 6 students, is predominantly single storey except for a small first floor classroom and office. The building is of mid 20th century construction and has had a number of internal modifications over the years to date. The Nursery and Reception building is a separate, single storey building which was constructed in the 1970s.

3.1.3 The teaching accommodation is mainly provided on the ground floor, except for Year 5 classroom which is on the first floor of the main school building.

3.1.4 External areas and outdoor space comprise a mix of hard surfaced, safety surfaced and grassed areas, including a playing field and a number of fixed play installations.

- 3.1.5 The school currently has 180 students in the age range 3 – 11yrs. Approximately 5%-10% of students have special educational needs, some of whom are on the autistic spectrum. None of the current students have sensory or mobility impairments.
- 3.1.6 All students participate fully in school life and are involved and participate in educational trips, visits to other schools, sports events and other curricular activities off school site.
- 3.1.7 There is a Breakfast Club from 7.45am each day during term time. There is an After School Club which runs each day until 6pm. The Breakfast and After School clubs are run by a private Nursery which operates in a building which is attached to the school.
- 3.1.8 The number of staff employed directly by the school (full-time, part-time, teaching and non-teaching) is 25. Of these, there are currently no known individuals with a physical or mental impairment that would have a substantial and long-term negative effect on their ability to do normal daily activities.
- 3.1.9 The public attend parent’s evenings, school performances and other events organised by the school on the school premises. The school is aware that there are relatives of students who visit the school and who have mobility problems. The school site or building is not used for any other purpose and no formal lettings take place.
- 3.1.10 Transport to site is either on foot or by private transport. The nearest bus stop is approximately 0.3 miles away at Stonehouse Park. The nearest train stop is 3.4 miles away at Dalston. Both of these public transport modes would then require onward transit to the school site by either foot or private vehicle. Given the travel distances required, neither of the public transport options are suitable for people with mobility issues.
- 3.1.11 Further upgrading and/or development work identified in this survey to improve accessibility may be subject to applicable listed building, planning, conservation and building control approval and should be designed in line with current Buildings Regulations and British Standards as appropriate.

Fig 2: School Site Plan



3.2. External Access Routes

- 3.2.1 There are pedestrian access routes from the west and north along Firs Road to the school site entrance. A dropped kerb has been provided where the pavement is intersected by a vehicular access route into the school car parking area. Tactile warning (blister paving) has not been provided at this junction.



Figure 3: Dropped kerb on pedestrian approach to school.

Recommendation (Priority 2): Liaise with local authority to explore provision of tactile blister paving at the dropped kerb location where pedestrian incursion onto the vehicular traffic route occurs.

- 3.2.2 At pavement level the approach routes to the school are sloping. The width of the route averages 1900mm which complies with the guidance set out in BS 8300-1:2018 which recommends that the minimum surface width of an access route (i.e. between walls, kerbs or path edgings) should be at least 1800 mm for general routes.



Figure 4: View of pedestrian approach routes to the school.

- 3.2.3 The paving surface is of tarmacadam construction, has a fall of 4.15° (a slope ratio of 1:14 which is greater than the 1:50 recommended in BS 8300-1: 2018) and the surface quality is generally good.
- 3.2.4 The off-site pedestrian approach route is lit by street lighting which should provide sufficient light to enable safe use by mobility impaired or visually impaired users.

3.2.5 There is limited wayfinding signage along the route to the school and at the school entrance to indicate access routes for disabled people.

Recommendation (Priority 2): Address the issue of wayfinding signage to direct disabled users to the school entrance and any onward disabled parking facilities.

3.2.6 The on-site pedestrian approach to the main school office entrance from the pavement is of tarmacadam construction which transitions to paving slabs in the vicinity of the entrance doors. The approach route has an upward incline of 4.4° (1:13) which some ambulant mobility impaired and wheelchair users may find challenging.

3.2.7 Lighting for the on-site pedestrian access pathway is provided solely by lighting under the main entrance canopy. It is unclear whether this is sufficient to light the full approach route appropriately.

Recommendation (Priority 2): Check on-site lighting of access routes during the hours of darkness and improve if necessary.



Figure 5: On-site pedestrian approach route to main school entrance.

3.3. Car Parking

3.3.1 There is no on-site parking provision for visitors to the school. There is a single car park which can accommodate approximately 13 vehicles and is for the sole use of staff. Manoeuvring space within the car park is very limited when it is full to capacity.

3.3.2 There is no parking provision which is designated as being for disabled users.

Recommendation (Priority 2): Review the current parking arrangements and provide appropriate designated disabled parking provision, including wayfinding signage. Section 7.2 of BS8300-1:2018 recommends that 5% of total parking provision for educational buildings should be designated accessible parking spaces, with a further 5% being enlarged spaces. Further guidance on design of designated disabled parking bays can be found in sections 1.14 – 1.18 of [Approved Document M: access to and use of buildings, volume 2: buildings other than dwellings](#).



Figure 6: Car parking area (staff only).

3.4. Entrances and Reception Areas

- 3.4.1 Approved Document M recommends that, if site constraints necessitate an approach of 1:20 or steeper, an approach incorporating ramped access should be provided (ramps are beneficial for wheelchair users and people pushing prams and bicycles). The approach to the main school entrance was measured at 1:13 and therefore ramped access should be provided.

Recommendation (Priority P): Consider provision of ramped access to the main school entrance to improve accessibility for mobility impaired users. Further guidance on the appropriate design for ramped access can be found in [sections 1.19 – 1.32 of Approved Document M](#) and section 10.2 of BS8300-2:2018.

- 3.4.2 The approach to the main school entrance door has a canopy which provides good weather protection. The entrance to the main school building has manual, outward opening, double leaf doors. Both doors have upper and lower glass vision panels. The primary door has an effective clear width (ECW) of 760mm. The ECW with both doors open is 1500mm.
- 3.4.3 It is much easier for mobility impaired users and those with manual dexterity problems to use a single door to gain entry into a building. For this reason, current guidance recommends that entrance doors should have an ECW of 1000mm.

Recommendation (Priority 2): Increase the ECW of the main entrance door to 1000mm when the opportunity arises.

- 3.4.4 There is no tonal contrast between the main entrance door and the surrounding door frame at this entrance. This can make it difficult for the visually impaired to easily locate the appropriate door.

Recommendation (Priority 2): Ensure good tonal contrast between doors, door frames and external surrounding walls to assist visually impaired visitors.



Figure 7: School main entrance door

- 3.4.5 There is a very small lobby just inside the main entrance (2400mm wide x 1320mm deep). The depth of this lobby area would make it impractical for wheelchair users due to the lack of manoeuvring space between the main entrance doors and the lobby doors.

Recommendation (Priority P): When next refurbishing the main entrance area, ensure that the lobby area is designed with sufficient space to facilitate accessibility for all users. Further guidance on appropriate design for lobbies can be found in section 8.2.5 of BS8300-2:2018 and sections [2.2.5 – 2.2.9 of Approved Document M](#).

- 3.4.6 An entry-phone system has been installed at the lobby door for visitors. The call button on the keypad sits at 1475mm above floor level, which would not be accessible to all users.

Recommendation (Priority 2): The call point system should be installed at a height between 900mm and 1100mm above floor level and should incorporate functionality which makes it useable by people with visual and hearing impairments.

- 3.4.7 The main visitor reception point has a single level counter positioned at a height of 980mm above floor level which would not be accessible to a wheelchair user. The visitor reception point does not currently have any facilities to assist hearing impaired visitors.



Figure 8: Visitor reception point

Recommendation (Priority 3): When refurbishing the reception area, ensure that counter provision accommodates both standing and seated users.

Recommendation (Priority 2): A portable induction loop should be purchased for the use of hearing-impaired visitors and display the sign at reception point to indicate the facility is available.

- 3.4.8 There is an absence of visual information and directional signs within the main reception area for people progressing to other parts of the main school building.

Recommendation (Priority 3): Improve visual information and directional signs (supported by tactile information such as an accessible map) for people progressing to other parts of the building and include wayfinding information including location of accessible toilet facilities. Consider type size (depending on reading distance), colour contrast (light text on dark background) and sans-serif font. Further guidance is available in the Government document: ['Wayfinding' – effective wayfinding and signing systems](#).

The information and signs should be at a height that allows readability for all users.

3.5. Accessing Internal Spaces (internal circulation, rooms, surfaces, lighting & acoustics)

- 3.5.1 **Corridor spaces** – there is a corridor leading from the main reception area which provides access to Year 3 and 4 classrooms and the Purple room. The corridor has a surface width of 1320mm and there is no scope to increase this. The corridor is kept free of obstructions and the hard wearing commercial carpet flooring is in good condition, presenting no hazards to disabled users.



Figure 10: Corridor to Year 3 and 4 classrooms.

- 3.5.2 Lighting levels in the corridor are good and there is good tonal contrast between floor and wall surfaces. Tonal contrast between wall surfaces and skirtings could be improved, as could tonal contrast between door frames and walls.

Recommendation (Priority 3): Floors, walls, doors and ceilings within all corridors should be colour contrasted (matt) when updating during routine maintenance programme.

- 3.5.3 There is a further short corridor which links the main reception area to Year 1, Year 2 and Year 6 classrooms. This corridor has a surface width of 1785mm and a slight upward gradient (see section 3.6 regarding internal level changes). Lighting levels within this corridor are lower than elsewhere (measured at 30 Lux at floor level).

Recommendation (Priority 2): Ensure lighting levels are maintained at a minimum of 100 Lux at floor level along corridors.

- 3.5.4 The administrative area within main reception is accessed by a short internal corridor. The entry door has an ECW of 760mm and the surface width of the corridor is 1500mm. This space is not accessible to mobility impaired users at present (and would be problematic for visually impaired people) due to the installation of various office equipment in the corridor.



Figure 11: Internal access corridor to administrative area.

- 3.5.5 **Classrooms (Main School)** – There is level access across door thresholds to all classrooms within the main school building, except for Year 5 classroom which is on the first floor. All doors have glass vision panels and ECWs range between of 750mm and 850mm (BS 8300-2:2018 recommends a minimum ECW of 800mm). There is generally good tonal contrast between floor and wall surfaces within classrooms. Tonal contrast between the doors and their surrounding frames is also generally good, with the exception of Purple classroom which has a timber façade. Tonal contrast between furniture (desks/seats) and floor surfaces varies throughout classroom spaces.
- 3.5.6 Many classrooms have a wet area incorporating a sink and worktop with non-slip flooring. The style of taps provided on sinks varies, with some lever type taps and some twist action. Twist action taps can prove difficult to operate by people with poor manual dexterity or grip strength.
- 3.5.7 Classrooms are generally not too large and therefore surface finishes should not adversely impact sound quality. Most classrooms are fitted with window blinds to prevent glare when necessary.

Recommendation (Priority 3): Future development of individual classrooms should include the following considerations:

- Wet areas/classroom sinks to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces.
- Tables and chairs to have soft edges and include rubber soled feet.
- High frequency controllable lighting.
- Blinds to reduce glare where not already present (and ensure cord length is no lower than 1.5m above the ground and fitted with a cord breakaway device).
- Colour contrast (matt) between walls, furniture, seating and flooring.

Adaptations required for specific SEND students will need to be assessed on an individual basis.



Figure 12: Typical classroom, including wet area, in main school building

3.5.8 **Classrooms (Nursery and Reception)** – Access to these classrooms is via the staff car park at the side of the main school. Students enter via the Nursery entrance door which has an ECW of 950mm and incorporates upper and lower vision panels. Onward transit to the Reception classroom is via an internal door with an ECW of 775mm which also has vision panels. There is good use of colour contrast in relation to furnishings within these rooms.



Figure 13: Nursery and Reception classrooms

3.5.9 **School Hall / Dining Area** – this is located in the main school building and is accessed internally from the main corridor through a door with an ECW of 850mm and a level threshold. The floor is of timber construction and is in good condition, although it could become slippery when wet. The room has a high ceiling and wall finishes comprise plaster with a paint finish. As a result of this, the acoustic qualities of the room could prove challenging for sensory impaired users.

Note: 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 person who is blind or partially sighted, relying on the character and quality of reflected sounds, might become confused because of extended reverberation times, or an echo effect.

Recommendation (Priority 3): Future development of the dining area / assembly hall / entertainment space should ensure that ceiling, wall and floor materials contribute to an acoustic environment that helps orientation and enables audible information to be clearly heard. The recommendations for acoustic design given in BS 8233 should be followed in order to choose an appropriate acoustic absorptency for each surface.



Figure 14: School hall / dining area.

3.5.10 **Staff room** – The staff room is located just off the central corridor in the main school building, at the base of the stairs which lead up to Year 5 classroom. The entrance door to the staff room is of timber construction without vision panels and has an ECW of 760mm. The room is spacious and could easily be accessible to mobility impaired users. Furnishings and fittings could incorporate improved colour contrast to aid people with a visual impairment.



Figure 15: Space and furniture layout in staff room.

Recommendation (Priority 3): Future development of staff room should include the following considerations:

- Kitchen/sink area to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces.
- High frequency controllable lighting.
- Colour contrast (matt) between walls, furniture, seating and flooring.
- Achieve an ECW of 800mm at entrance door if possible.

Adaptations required for individual members of staff who have a disability will need to be assessed on an individual basis.

- 3.5.11 **Doors** – The majority of internal doors throughout the school are of timber construction with vision panels and either D type or lever type handles which would be appropriate for people with limited manual dexterity or grip problems. All doors are fitted with self-closers where appropriate and have level thresholds. The opening force of all internal doors appears to meet the requirements set out in Approved Document M of The Building Regulations 2010 (section 3.10). Not all doors meet the BS 8300-2:2018 recommended ECW of 800mm, which is not unusual for older buildings. The internal lobby door is fitted with a small thumb turn lock which would prove difficult to operate by someone with limited manual dexterity.



Figure 16: Small thumb turn lock on lobby exit door.

Recommendation (Priority 3): Doors - BS 8300-2:2018 recommends that the ECW of a single leaf door, or one leaf (the primary leaf) of a double leaf door, clear of any projections from the face of the door such as door furniture and weather boards, should be 800mm for internal doors which can be accessed straight on (i.e. without a turn or oblique approach).

All internal doors should be reviewed in the future and a programme introduced, if structurally allowed, to improve the following:

- Minimum ECW of at least 800mm (measured excluding fingerguards).
- It should be possible to operate all door opening furniture one-handed, without the need to grasp or twist.
- Door opening furniture should contrast visually with the surface of the door which it operates, achieving a difference of at least 15 points in in Light Reflective Value (LRV). Choice of finish should be matt where possible.
- Door locking systems should be usable by people with reduced manual dexterity.
- All internal doors should be identifiable and contrast visually with the surrounding architrave, wall and floor finishes, achieving a difference of at least 30 points LRV.
- The surface of the leading edge of any door that is not self-closing, or is likely to be held open, should contrast visually with its surroundings, achieving a difference of at least 30 points in LRV.
- Vision panels with a minimum zone of visibility between 500mm and 1500mm.

Remove posters/signage from doors that obstruct vision panels.

3.6. Internal Level Changes (lifts, internal ramps and stairs)

- 3.6.1 **Stairs** - Year 5 classroom is accessed from the main school corridor via a flight of internal stairs. The stairs have a surface width of 950mm, are in good condition and incorporate a handrail on one side only. Natural lighting levels on the stairs are good during daylight hours (no check of lighting levels undertaken during hours of darkness). There is no effective colour contrast on the stair nosings.

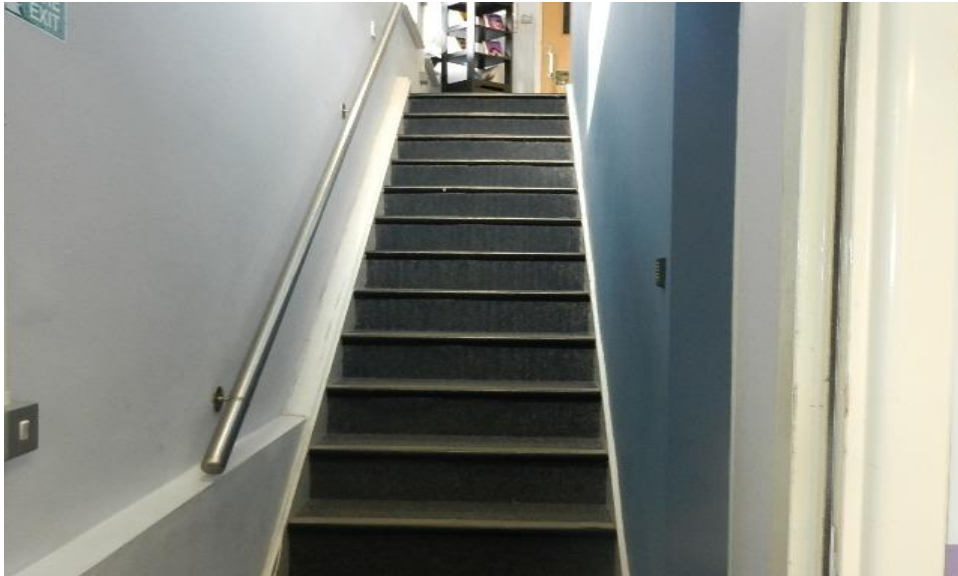


Figure 17: Stairs leading to Year 5 classroom.

Recommendation (Priority 3): Future improvements to the internal staircase should include the following considerations:

- Signs for wayfinding information at each floor level/flight,
- Approach to stairs identified by colour contrasted (matt) textured/tactile floor surface,
- Appropriate colour contrasted (matt) handrail on each side which extends for 300mm in the horizontal plane beyond the start and finish of the last stair nosing at both top and bottom.
- Natural and/or artificial lighting should achieve illuminance of at least 100 lux at floor level.
- Provide colour contrasted (matt) step edge nosings to define the edges of each step.

- 3.6.2 **Ramps** – The access route from the main school corridor to Year 1, Year 2 and Year 6 classrooms is via an internal corridor which has a surface width of 1785mm and an upward incline of 3.65° (slope ratio of 1:15). An incline of this nature should be treated as a ramp and appropriate handrail provision installed.

Recommendation (Priority 2): Ensure that, as refurbishment work take place across the site, ramp provision is incorporated where required and complies with the following guidelines:

- The surface width of the ramp, between walls, upstands or kerbs, should be not less than 1500 mm.
- All ramps should have edge protection comprising a continuous upstand at least 100mm high at any open edge, or a continuous bottom rail at a height of 100mm above the ramp surface. Upstand or rail to contrast visually with the surface of the ramp.
- A handrail should be provided on each side of the ramp throughout its length. The top surface of the handrail should be between 900 mm and 1000 mm from the surface of the ramp and between 900 mm and 1100 mm from the landing.
- Handrail surface to contrast (matt) visually with the surroundings against which it is seen to assist visually impaired users.
- Lighting to be maintained at a minimum of 100 lux at surface level on the ramp.

3.7. WC Provision

- 3.7.1 **Staff & visitors** – there is a single WC (900mm x 1850mm) in the staff room which could potentially be made accessible to ambulant mobility impaired and visually impaired users with minor refurbishment.

Recommendation (Priority 3): When refurbishing the WC in the staff room, incorporate features to make it accessible to ambulant mobility impaired and visually impaired users including:

- Minimum ECW of 800mm at the WC door.
- Grab rails to assist ambulant mobility impaired users.
- Colour contrasted sanitary ware and fittings to assist visually impaired users.
- Lever style or infra-red taps to assist those with limited manual dexterity or reduced grip strength.
- Appropriate door furniture which is operable by those with limited manual dexterity.

3.7.2 **Accessible WC Provision** – The main school building has an accessible WC opposite the school kitchen at the far end of the school hall. The accessible WC has an outward opening door with an ECW of 870mm. Cleaning equipment is beginning to accumulate in the WC and this should be removed as it restricts the available space for manoeuvring inside the WC compartment. The WC does not appear to have an emergency pull cord installed. There is also a lack of colour contrast in relation to the fittings within this accessible WC.

Recommendation (Priority 2): Action the following items with regard to the accessible WC in the main school:

- Remove the accumulated cleaning equipment from the accessible WC.
- The WC should be fitted with an emergency pull cord device.
- When next refurbishing the accessible WC ensure that colour contrasted sanitary ware and fittings are installed to assist visually impaired users.

Further guidance relating to design of accessible WCs can be found in BS 8300-2:2018 (see section 18.5, figure 41).



Figure 18: Accessible WC opposite school kitchen.

3.7.3 **Students (Main School)** – There are separate girls and boys toilets for students at various locations throughout the main school building. The design features and state of repair of students WC provision varies, with one set of student WCs currently out of order (Year 2 classroom). There is good use of colour contrast in places and some wider toilet cubicles have been provided which helps improve accessibility for mobility impaired students.

Recommendation (Priority P): Future development of pupil WC provision should consider the following general requirements:

- Improved wayfinding signage.
- Colour contrasted (matt) walls, doors, fittings, ironmongery and surfaces,

- Door handles, locks (with ability to be operated from outside in emergency), flush and light switches easy grip/operated,
- Handwashing &/or drying facilities easily reached,
- Lever type or infra-red taps for use by people with limited dexterity.



Figure 19: Examples of student WC provision in main school.

- 3.7.4 **Students (Nursery and Reception)** – The toilet facilities for Nursery and Reception students includes a spacious, unisex WC which incorporates some good use of colour contrast. There is generally good tonal contrast between floors, walls and fittings in this toilet area, with the exception of the taps and splashback. Taps are of lever type which are suitable for people with limited manual dexterity.



Figure 20: WC provision in Nursery & Reception building.

3.8. External Spaces

- 3.8.1 The school has several external pathways and spaces including hard surfaced, safety surfaced and grassed areas. Play areas incorporate good use of colour contrast and there are a number of fixed play installations, as well as seating areas. Due to the sloping nature of the site there are external steps leading up to the grassed playing field.

3.8.2 In order to make the external spaces as safe and accessible as possible for users with mobility, sensory and cognitive impairments, consideration should be given to the following:

Recommendation (Priority 1): External steps should have:

- Visual and tactile warning to top and bottom of steps.
- Handrails where there are two or more steps. Where installed these should be colour contrasted (matt) against background and extend for 300mm in the horizontal plane beyond the start and finish of the last step nosing at both top and bottom.
- Step edge nosings marked/re-marked to clearly define the edges of each step.

Recommendation (Priority 1): Changes in levels/surface joins/edge protection between paths should be smooth and free from protrusions.

Recommendation (Priority 2): External fencing and gates at various locations around school site should colour contrast visually with the background and any ironmongery reviewed for ease of use by those with limited dexterity.

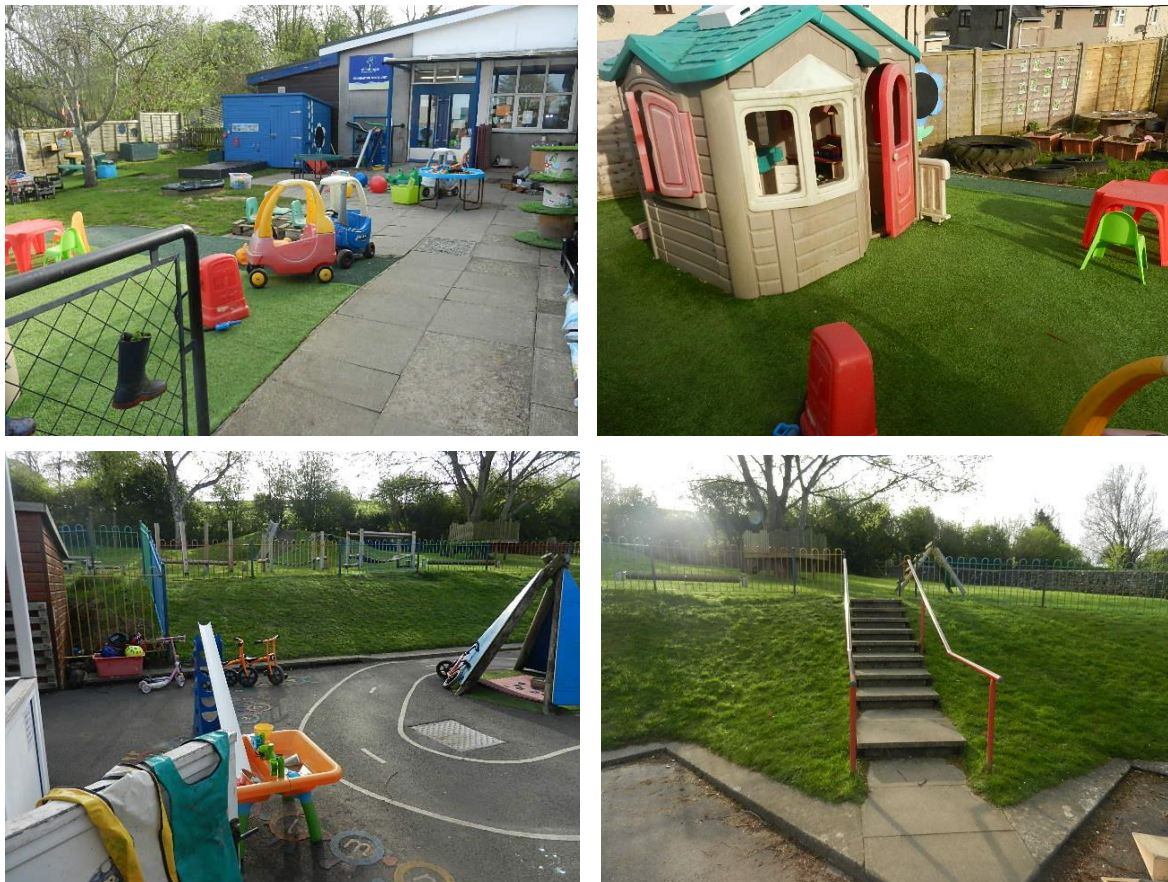


Figure 21: Examples of external spaces around the school site.

3.9. Site Management and Compliance

3.9.1 It is assumed that routine safety inspections of the premises and site are being undertaken on a regular basis. It is important to ensure that circulation spaces and safety features are subject to regular inspection in order to maintain the site in a suitable state to enable safe access and egress for all users. This is especially important for disabled users.

Recommendation (Priority 1): Ensure that all external and internal walking and traffic routes are checked regularly to ensure surfaces are maintained and free from obstructions and projecting hazards (e.g. flower planters, litter bins, rubbish, leaves, winter ice/snow, delivered items, equipment and surplus furniture).

Recommendation (Priority 1): Ensure that self closing / automatic door closing mechanisms (where fitted) are working properly. The door should close with minimum force and should not close faster than five seconds.

Recommendation (Priority 2): Ensure there is recorded evidence of adherence to statutory recommended checking, servicing and maintenance of installed systems including heating, lighting (including emergency fittings), emergency warning, fire alarm and hearing 'loop' systems (if applicable).

3.10. Means Of Escape

3.10.1 This audit does not comment on the sufficiency of means of escape in the premises. The school will need to ensure separately that its provisions and arrangements meet the requirements of the Regulatory Reform (Fire Safety) Order 2005 and any guidance set out in the Building Regulations and associated codes of practice.

3.10.2 **Emergency warning/lighting system** – the existing fire warning and detection system does not warn deaf and/or hard of hearing people in the event of a fire (there are no areas where sounders are fitted with flashing lights).

Recommendation (Priority 2): Consider improving the fire warning and detection system to include visual alarm devices and/or providing personal vibrating alarm or alternative for use by people with disabilities.

3.10.3 **Emergency evacuation procedures for disabled people – PEEP/GEEP.** The evacuation of all building occupants is a management responsibility and appropriate risk assessments, including evacuation, must be in place.

Note: Although there are no disabled employees or students at present, it may be necessary to provide any future disabled employees or students with a Personal Emergency Evacuation Plan (PEEP). A separate strategy will be required for disabled visitors.

3.10.4 **Exit doors, steps, ramps and escape routes** – both school buildings appear to be well provisioned for emergency exit doors, although many exit doors may not be suitable for mobility impaired users due to the presence of raised thresholds and external steps at exit points or on external escape routes (see 3.10.3 relating to use of PEEPs for disabled staff and students).

3.10.5 **Exit signage & lighting** – It is a requirement of the Regulatory Reform (Fire Safety) Order 2005 (RRFSO) that signage and emergency lighting should be provided to clearly indicate escape routes.

Recommendation (Priority 1): The school should confirm that sufficient signage & lighting is provided to be able to identify emergency exits, including during the hours of darkness.

3.11. Provision of Information

3.11.1 It is important to ensure that notice boards, information displays, and sign-in, site access and visitor management systems (manual/electronic) are within reach of both ambulant and wheelchair users and their format considered with visual impairments in mind.

Recommendation (Priority 2): Review existing provision of on-site visitor information and sign-in systems to ensure that the needs of wheelchair users and the visually impaired are considered. Consider providing all published information in alternative formats/software and advertise the availability in all publications and on school website. Copies of the displayed information should also be available to download from the school website. Further guidance is available from [The UK Association for Accessible Formats](#).

3.11.2 The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 became UK law in September 2018 and aim to make online public services accessible for everyone, including those with disabilities. Making a website or mobile app accessible means making sure it can be used by as many people as possible. This includes those with:

- impaired vision
- motor difficulties
- cognitive impairments or learning disabilities
- deafness or impaired hearing

Primary and secondary schools are partially exempt from these regulations, except for the content people need in order to use their services, for example a form that lets you outline school meal preferences

Recommendation (Priority 2): Liaise with the school's IT provider to ensure that the school's website meets accessibility standards in relation to the content people need in order to use their services.

Recommendation (Priority 2): When reviewing information provided on the school website consider the following:

- A map (e.g. Google) showing location, directions and travel modes.
- Details of any designated on and off-street accessible parking, drop-off points and your arrangements for advanced telephone notification for additional assistance.
- Accessibility of school site entrances, site routes and access to buildings.
- Accessible toilet provision.

3.11.3 Schedule 4 of The School Information Regulations 2012 specifies the statutory information which must be provided on a school website including the following information.

- The special educational needs and disability (SEND) information report including the local authority's link and/or where the local offer is published.
- The accessibility plan – prepared by the Governing Body in compliance with paragraph 3 of schedule 10 of the Equality Act 2010.

At the time of the audit, the school's school's 'Accessibility Plan' and 'Special Educational Needs and Disability Policy' were both available on the school website.

3.12. Training, Awareness and Consultation

3.12.1 At the time of the audit it was not possible to confirm that equality and diversity awareness training had been provided to all staff, governors and students as part of the school induction process and refreshed periodically as necessary.

Recommendation (Priority 1): Ensure that equality and diversity awareness training is provided to all staff, governors and students as part of the school induction process and refreshed periodically as necessary. Free Equality and Diversity training is available via the [Free Courses England](#) website.

3.12.2 It is good practice to ensure that consultation is undertaken to obtain views, advice and ideas from students, whole school staff, parents/carers, voluntary groups, local Access Group and the wider community to develop and improve the school's accessibility plan.

Recommendation (Priority 3): Consider seeking views from a wide variety of stakeholders to develop and improve the school's accessibility plan.

3.13. Future Planning and Design

3.13.1 When planning for future requirements it is significantly more cost effective to include accessible design strategies in the early planning stages, as opposed to retro-fitting accessible provision to a finished space.

Recommendation (Priority 3): Ensure that a pan disability approach is taken during your capital and/or maintenance planning and design process (i.e. ensure wheelchair users, individuals with limited walking abilities and other physical disabilities, partially sighted, sightless, hearing impairments and neurodiversity are considered).

SEND guidance advises that students with mobility aid(s) and special needs assistant may need the same space used by two non-disabled students. A pupil using a wheelchair and mobility aid(s) may need the space used by three non-disabled students. Additional storage space requirements will also need considered in forward planning for pupil attendance.


By including these adaptations in the design at an early stage the cost will be neutral and will future proof your facilities for all users in years to come. Refer to the following Government guidance for advice and reference:

- [GOV.UK Area guidelines and net capacity for schools](#)

- [GOV.UK – Standards for school premises guidance](#)

3.13.2 Neurodivergent students can benefit from the provision of quiet spaces and / or sensory areas within the school.

Recommendation (Priority 3): If not already provided, consider the provision of quiet spaces and/or sensory areas when developing future strategies for inclusive access.

DRAFT ACCESSIBILITY PLAN				
School/Building:	Milnthorpe Primary School			
Address:	25 Firs Rd, Milnthorpe LA7 7QF			
Auditor:	Paul Wanless, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)		Date of Survey:	18/09/2024

TIMESCALE:				
<p>Priority M - This requires immediate action - even if there is no issue at present, a policy/procedure should be developed ahead of the issue arising.</p> <p>This item centres on management of the building or policy.</p>	<p>Priority 1 - Action recommended immediately.</p> <p>This item causes a major barrier to access or may be a health and safety issue and should be given immediate consideration or action. For example, entry to a building may be difficult so the recommendation to overcome this should be acted on immediately.</p>	<p>Priority 2 - As soon as practicably possible for the recommendation.</p> <p>This item causes a less significant barrier to access. For example, modification may be needed to an existing feature, e.g., signage.</p>	<p>Priority 3 - In relation to the recommendation this could be as routine works or when next decorating / refurbishing.</p> <p>This is a feature that presents a barrier to access, but it is felt reasonable for improvements to be carried out as part of general day-to-day maintenance.</p>	<p>Priority P - These are works that can be regarded as a project. They generally require a plan to be developed and will take longer than previous recommendations to carry out.</p>

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
3.2.1	External Access Routes	Liaise with local authority to explore provision of tactile blister paving at the dropped kerb location where pedestrian incursion onto the vehicular traffic route occurs.	2			
3.2.5	External Access Routes	Address the issue of wayfinding signage to direct disabled users to the school entrance and any onward disabled parking facilities.	2			
3.2.7	External Access Routes	Check on-site lighting of access routes during the hours of darkness and improve if necessary.	2			
3.3.2	Car Parking	Review the current parking arrangements and provide appropriate designated disabled parking provision, including wayfinding signage. Section 7.2 of BS8300-1:2018 recommends that 5% of total parking provision for educational buildings should be designated accessible	2			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		parking spaces, with a further 5% being enlarged spaces. Further guidance on design of designated disabled parking bays can be found in sections 1.14 – 1.18 of Approved Document M: access to and use of buildings, volume 2: buildings other than dwellings.				
3.4.1	Entrances & Reception Areas	Consider provision of ramped access to the main school entrance to improve accessibility for mobility impaired users. Further guidance on the appropriate design for ramped access can be found in sections 1.19 – 1.32 of Approved Document M and section 10.2 of BS8300-2:2018.	P			
3.4.3	Entrances & Reception Areas	Increase the ECW of the main entrance door to 1000mm when the opportunity arises.	2			
3.4.4	Entrances & Reception Areas	Ensure good tonal contrast between doors, door frames and external surrounding walls to assist visually impaired visitors.	2			
3.4.5	Entrances & Reception Areas	When next refurbishing the main entrance area, ensure that the lobby area is designed with sufficient space to facilitate accessibility for all users. Further guidance on appropriate design for lobbies can be found in section 8.2.5 of BS8300-2:2018 and sections 2.2.5 – 2.2.9 of Approved Document M.	P			
3.4.6	Entrances & Reception Areas	The call point system should be installed at a height between 900mm and 1100mm above floor level and should incorporate functionality which makes it useable by people with visual and hearing impairments.	2			
3.4.7	Entrances & Reception Areas	When refurbishing the reception area, ensure that counter provision accommodates both standing and seated users.	3			
3.4.7	Entrances & Reception Areas	A portable induction loop should be purchased for the use of hearing-impaired visitors and display the sign at reception point to indicate the facility is available.	2			
3.4.8	Entrances & Reception Areas	Improve visual information and directional signs (supported by tactile information such as an accessible map) for people progressing to other parts of the building and include wayfinding information including location of accessible toilet facilities. Consider type size (depending on reading distance), colour contrast (light text on dark	3			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		background) and sans-serif font. Further guidance is available in the Government document: 'Wayfinding' – effective wayfinding and signing systems.				
3.5.2	Accessing Internal Spaces	Floors, walls, doors and ceilings within all corridors should be colour contrasted (matt) when updating during routine maintenance programme.	3			
3.5.3	Accessing Internal Spaces	Ensure lighting levels are maintained at a minimum of 100 Lux at floor level along corridors.	2			
3.5.7	Accessing Internal Spaces	<p>Future development of individual classrooms should include the following considerations:</p> <ul style="list-style-type: none"> • Wet areas/classroom sinks to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces. • Tables and chairs to have soft edges and include rubber soled feet. • High frequency controllable lighting. • Blinds to reduce glare where not already present (and ensure cord length is no lower than 1.5m above the ground and fitted with a cord breakaway device). • Colour contrast (matt) between walls, furniture, seating and flooring. <p>Adaptations required for specific SEND students will need to be assessed on an individual basis.</p>	3			
3.5.9	Accessing Internal Spaces	Future development of the dining area / assembly hall / entertainment space should ensure that ceiling, wall and floor materials contribute to an acoustic environment that helps orientation and enables audible information to be clearly heard. The recommendations for acoustic design given in BS 8233 should be followed in order to choose an appropriate acoustic absorbency for each surface.	3			
3.5.10	Accessing Internal Spaces	<p>Future development of staff room should include the following considerations:</p> <ul style="list-style-type: none"> • Kitchen/sink area to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces. • High frequency controllable lighting. 	3			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		<ul style="list-style-type: none"> • Colour contrast (matt) between walls, furniture, seating and flooring. • Acieve an ECW of 800mm at entrance door if possible. <p>Adaptations required for individual members of staff who have a disability will need to be assessed on an individual basis.</p>				
3.5.11	Accessing Internal Spaces	<p>Doors - BS 8300-2:2018 recommends that the ECW of a single leaf door, or one leaf (the primary leaf) of a double leaf door, clear of any projections from the face of the door such as door furniture and weather boards, should be 800mm for internal doors which can be accessed straight on (i.e. without a turn or oblique approach). All internal doors should be reviewed in the future and a programme introduced, if structurally allowed, to improve the following:</p> <ul style="list-style-type: none"> • Minimum ECW of at least 800mm (measured excluding fingerguards). • It should be possible to operate all door opening furniture one-handed, without the need to grasp or twist. • Door opening furniture should contrast visually with the surface of the door which it operates, achieving a difference of at least 15 points in in Light Reflective Value (LRV). Choice of finish should be matt where possible. • Door locking systems should be usable by people with reduced manual dexterity. • All internal doors should be identifiable and contrast visually with the surrounding architrave, wall and floor finishes, achieving a difference of at least 30 points LRV. • The surface of the leading edge of any door that is not self-closing, or is likely to be held open, should contrast visually with its surroundings, achieving a difference of at least 30 points in LRV. • Vision panels with a minimum zone of visibility between 500mm and 1500mm. <p>Remove posters/signage from doors that obstruct vision panels.</p>	3			
3.6.1	Internal Level Changes	<p>Future improvements to the internal staircase should include the following considerations:</p> <ul style="list-style-type: none"> • Signs for wayfinding information at each floor level/flight, 	3			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		<ul style="list-style-type: none"> • Approach to stairs identified by colour contrasted (matt) textured/tactile floor surface, • Appropriate colour contrasted (matt) handrail on each side which extends for 300mm in the horizontal plane beyond the start and finish of the last stair nosing at both top and bottom. • Natural and/or artificial lighting should achieve illuminance of at least 100 lux at floor level. • Provide colour contrasted (matt) step edge nosings to define the edges of each step. 				
3.6.2	Internal Level Changes	<p>Ensure that, as refurbishment work take place across the site, ramp provision is incorporated where required and complies with the following guidelines:</p> <ul style="list-style-type: none"> • The surface width of the ramp, between walls, upstands or kerbs, should be not less than 1500 mm. • All ramps should have edge protection comprising a continuous upstand at least 100mm high at any open edge, or a continuous bottom rail at a height of 100mm above the ramp surface. Upstand or rail to contrast visually with the surface of the ramp. • A handrail should be provided on each side of the ramp throughout its length. The top surface of the handrail should be between 900 mm and 1000 mm from the surface of the ramp and between 900 mm and 1100 mm from the landing. • Handrail surface to contrast (matt) visually with the surroundings against which it is seen to assist visually impaired users. • Lighting to be maintained at a minimum of 100 lux at surface level on the ramp. 	2			
3.7.1	WC Provision	<p>When refurbishing the WC in the staff room, incorporate features to make it accessible to ambulant mobility impaired and visually impaired users including:</p> <ul style="list-style-type: none"> • Minimum ECW of 800mm at the WC door. • Grab rails to assist ambulant mobility impaired users. • Colour contrasted sanitary ware and fittings to assist visually impaired users. 	3			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		<ul style="list-style-type: none"> Lever style or infra-red taps to assist those with limited manual dexterity or reduced grip strength. Appropriate door furniture which is operable by those with limited manual dexterity. 				
3.7.2	WC Provision	<p>Action the following items with regard to the accessible WC in the main school:</p> <ul style="list-style-type: none"> Remove the accumulated cleaning equipment from the accessible WC. The WC should be fitted with an emergency pull cord device. When next refurbishing the accessible WC ensure that colour contrasted sanitary ware and fittings are installed to assist visually impaired users. <p>Further guidance relating to design of accessible WCs can be found in BS 8300-2:2018 (see section 18.5, figure 41).</p>	2			
3.7.3	WC Provision	<p>Future development of pupil WC provision should consider the following general requirements:</p> <ul style="list-style-type: none"> Improved wayfinding signage. Colour contrasted (matt) walls, doors, fittings, ironmongery and surfaces, Door handles, locks (with ability to be operated from outside in emergency), flush and light switches easy grip/operated, Handwashing &/or drying facilities easily reached, Lever type or infra-red taps for use by people with limited dexterity. 	P			
3.8.2	External Spaces	<p>External steps should have:</p> <ul style="list-style-type: none"> Visual and tactile warning to top and bottom of steps. Handrails where there are two or more steps. Where installed these should be colour contrasted (matt) against background and extend for 300mm in the horizontal plane beyond the start and finish of the last step nosing at both top and bottom. Step edge nosings marked/re-marked to clearly define the edges of each step. 	1			
3.8.2	External Spaces	<p>Changes in levels/surface joins/edge protection between paths should be smooth and free from protrusions.</p>	1			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
3.8.2	External Spaces	External fencing and gates at various locations around school site should colour contrast visually with the background and any ironmongery reviewed for ease of use by those with limited dexterity.	2			
3.9.1	Site Management & Compliance	Ensure that all external and internal walking and traffic routes are checked regularly to ensure surfaces are maintained and free from obstructions and projecting hazards (e.g. flower planters, litter bins, rubbish, leaves, winter ice/snow, delivered items, equipment and surplus furniture).	1			
3.9.1	Site Management & Compliance	Ensure that self-closing / automatic door closing mechanisms (where fitted) are working properly. The door should close with minimum force and should not close faster than five seconds.	1			
3.9.1	Site Management & Compliance	Ensure there is recorded evidence of adherence to statutory recommended checking, servicing and maintenance of installed systems including heating, lighting (including emergency fittings), emergency warning, fire alarm and hearing 'loop' systems (if applicable).	2			
3.10.2	Means of Escape	Consider improving the fire alarm system to include visual alarm devices and/or providing personal vibrating alarm or alternative for use by people with disabilities.	2			
3.10.5	Means of Escape	The school should confirm that sufficient signage & lighting is provided to be able to identify emergency exits, including during the hours of darkness.	1			
3.11.1	Provision of Information	Review existing provision of on-site visitor information and sign-in systems to ensure that the needs of wheelchair users and the visually impaired are considered. Consider providing all published information in alternative formats/software and advertise the availability in all publications and on school website. Copies of the displayed information should also be available to download from the school website. Further guidance is available from The UK Association for Accessible Formats .	2			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
3.11.2	Provision of Information	Liaise with the school's IT provider to ensure that the school's website meets accessibility standards in relation to the content people need in order to use their services.	2			
3.11.2	Provision of Information	<p>When reviewing information provided on the school website consider the following:</p> <ul style="list-style-type: none"> • A map (e.g. Google) showing location, directions and travel modes. • Details of any designated on and off-street accessible parking, drop-off points and your arrangements for advanced telephone notification for additional assistance. • Accessibility of school site entrances, site routes and access to buildings. • Accessible toilet provision. 	2			
3.12.1	Training, Awareness & Consultation	Ensure that equality and diversity awareness training is provided to all staff, governors and students as part of the school induction process and refreshed periodically as necessary. Free Equality and Diversity training is available via the Free Courses England website.	1			
3.12.2	Training, Awareness & Consultation	Consider seeking views from a wide variety of stakeholders to develop and improve the school's accessibility plan.	3			
3.13.1	Future Planning & Design	<p>Ensure that a pan disability approach is taken during your capital and/or maintenance planning and design process (i.e. ensure wheelchair users, individuals with limited walking abilities and other physical disabilities, partially sighted, sightless, hearing impairments and neurodiversity are considered).</p> <p>SEND guidance advises that students with mobility aid(s) and special needs assistant may need the same space used by two non-disabled students. A pupil using a wheelchair and mobility aid(s) may need the space used by three non-disabled students. Additional storage space requirements will also need considered in forward planning for pupil attendance.</p> <p>By including these adaptations in the design at an early stage the cost will be neutral and will future proof your facilities for all users in years to come. Refer to the following Government guidance for advice and reference:</p> <ul style="list-style-type: none"> • GOV.UK Area guidelines and net capacity for schools 	3			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		<ul style="list-style-type: none"> <li data-bbox="568 256 1167 284">• GOV.UK – Standards for school premises guidance 				
3.13.2	Future Planning & Design	Neurodivergent students can benefit from the provision of quiet spaces and / or sensory areas within the school. If not already provided, consider the provision of quiet spaces /or sensory areas when developing future strategies for inclusive access.	3			

Appendix A - Documents referred to in the assessment.

BS 8300-1:2018 Design of an accessible and inclusive built environment. Part 1: External environment - Code of practice

BS 8300-2:2018 Design of an accessible and inclusive built environment. Part 2: Buildings - Code of practice.

[Approved Document B – Fire Safety - Volume 2: Buildings other than dwellings.](#)

[Approved Document K – Protection from falling, collision and impact.](#)

[Approved Document M – Access to and use of buildings - Volume 2: Buildings other than dwellings.](#)

[Disabled Children and the Equality Act 2010 \(Council for Disabled Children, March 2015\).](#)

[The School Information Regulations 2012](#)