

Marshland High School
School Road,
West Walton,
Wisbech
Cambs
PE14 7HA

Access Audit





INTRODUCTION

I was asked to fulfil an access audit at Marshland High School on the 27 January 2014 by Mrs. E Dormer, the Head teacher.

Marshland High School is an 11-16 co-educational comprehensive secondary modern school in the Fenland area of Norfolk, England, situated in the village of West Walton (near Wisbech). The school itself is different from most neighbouring secondary schools in that it is relatively small. The school attempts to provide a positive environment for pupils and to emphasise traditional values of courtesy and co-operation. The school currently has just over 800 pupils on roll, a figure that is not likely to increase. The most recent government inspection report judged that the school was good.

In 1994 the school adopted the motto of "Celebrating the Individual" which was later changed to "Celebrating Individual Achievement" and remains current to this day. The motto emphasizes that each and every pupil is a separate individual, with different talents, skills and needs. Accordingly, the school tries to devise systems which allow for each pupil to develop at an appropriate pace.

Marshland is a truly comprehensive school and one that aims to provide an environment that encourages every student to become a rounded citizen of whom all of society can be proud. It offers many varied opportunities for personal growth as well as an appropriate curriculum for each student. All students are made aware of their potential as individuals, and parents / carers and students are kept regularly informed about their progress against these targets.

They endeavour to instil a love of learning and a respect for education as they believe that education is life-changing and that learning should continue throughout life. They strive to ensure each and every student is the best they can be at whatever they do. They promote high aspirations for every student, encourage excellence in every area and celebrate individual achievement.

The students with special education needs follow the same curriculum as all of the students at school and may receive additional support specific to that student. Marshland High School is committed to developing and promoting an inclusive community. Students with disabilities are admitted on equal terms and join in everyday activities with other students.



The philosophy of the department is to support the students to gain the necessary skills that they can become independent learners before they leave the school.

The School believes in equal opportunities for all the children, irrespective of social background, culture, race, gender, physical disabilities or ability. In order to ensure future progress and success, the School aims to provide a curriculum that is broad and balanced. It is their belief that they should provide a learning environment that is motivating, exciting and caring, in order for a child to develop a sense of high self-esteem and academic achievement and to be able to fulfil their potential. Independence and a healthy life style are promoted throughout the school and their goal is to develop tolerance and fairness at school and in the wider community.

It is the aim and intention of Marshland High School to fully comply with current legislation and good practice. They wish to make their premises as accessible as possible, in line with local planning policy and the obligations imposed as service providers under the Equality Act of 2010.

The school campus comprises a number of buildings, the oldest being built in 1927, which formed part of the old West Walton village school. The campus was extended in the 1960s with the addition of a library, main hall, cafeteria and new classrooms. The building work continued throughout the following decades when a new maths block, music classroom and sports hall were added in the 1980s; followed by a humanities block, design centre and further science laboratories in the 1990s.

I have detailed my observations in section 4, The Audits, accompanied by comments and suggestions/recommendations. There is actually no such concept as being “fully DDA compliant” for an existing building. The phrase has entered the language but the legislation reads differently. A new public building will have to show disabled access, accessible toilets etc but an existing structure will be asked to make “reasonable adjustments”. Concerning the older buildings of the school, as long as it is attempting to make ‘reasonable adjustments,’ the school will be fully complying with the Equality Act of 2010.

The School has to anticipate the needs of its pupils and visitors as it doesn’t know who will be its future pupils/visitors, but it only has to react to the needs of its employees. So, it only needs to make changes in this regard for staff when it appoints someone, or when a current employee decides to disclose a disability. For staff adjustments it can apply for Government money to cover almost all the cost under the “Access to Work” scheme.



My recommendations represent current best practice, but the concepts of “best practice” and “reasonable” will change with time. This is why the Act recommends a school be audited every 3 years. A further audit should be performed in January 2017.

Fire Evacuation and Health & Safety legislation may conflict with DDA legislation. When this happens both will supersede DDA, although H & S and DDA often overlap anyway.

The Equality Act makes it clear to Schools that they must make “reasonable adjustments” to make premises accessible to all users. It is very obvious that the School is doing its best to comply already with the Equality Act. The school has made substantial changes over recent years to improve its accessibility.

The School should all be complimented on the positive attitude it has towards inclusion and its ambitions to breakdown any barriers.

I am available, at any time, should you require clarification or further advice on any topic in my report. With my report is included 24 hour support and advice on any aspect relating to accessibility.

Lesley Mifsud B.A. (Hons) Cert.Ed.



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1.1 Audit Process

The audit was undertaken in three stages:

Stage 1. Information gathering

This is undertaken as a walkthrough audit and inspection of the building using checklist.

Stage 2. Results and recommendations

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

| Checklist Ref: | Description | Applicable | |
|----------------|--------------------------------------|------------|----|
| | | Yes | No |
| 1 | Approach to School | Yes | |
| 2 | Car Park | Yes | |
| 3 | Route from Car Park to Main Entrance | Yes | |
| 4 | External Ramps | Yes | |
| 5 | External Steps | Yes | |
| 6 | Entrance Door | Yes | |
| 7 | Lobby and Reception Area | Yes | |
| 8 | Reception Desks | Yes | |
| 9 | Corridors and Hallways | Yes | |
| 10 | Classrooms | Yes | |
| 11 | Internal Stairs and Steps | Yes | |
| 12 | Internal Ramps | Yes | |
| 13 | Internal Doors | Yes | |
| 14 | WC's General Provision | Yes | |
| 15 | WC's Provision for Disabled users | Yes | |
| 16 | Kitchen and Dining Hall, Staff Room | Yes | |
| 17 | Means of Escape | Yes | |
| 18 | Building Management | Yes | |
| 19 | Lifts | | No |

1.2 PRIORITIES

The priorities are dependent upon various factors including:

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

Priority ratings are as follows:

Priority A:

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

Priority B:

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

Priority C:

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

Priority D:

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

1.3 KEYS FOR COSTS

Budget costs have been included in the form of bands.

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

Please note cost keys are indicative only and that Ea-Audits cannot be held liable for any misinterpretations.

1.4 ABBREVIATIONS

Used throughout the report are the following abbreviations:

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

1.5 SOURCES OF GUIDANCE

Whilst for this project AD M is being used for measuring compliance, associated with the DDA, are a number of guidance notes and standards that illustrate good practice in terms of meeting the needs of disabled people.

Listed below are some documents that have been utilised for the purpose of this report.

Building Regulations Approved Document M - Access to and Use of Buildings (2004)

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

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

Disability Discrimination Act 1995 and 2005, HMSO.

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

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

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

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

Please note however the 'DDA' is not prescriptive in its recommendations to improve accessibility. As such, compliance with the Act cannot ultimately be determined or used as a method for assessing accessibility. Only tangible standards set out in guidance documents such as BS8300: 2009 can be referred to for 'compliance'.

1.6 IMAGES

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

Section 2 - Consultation

2.1 ACCESS GROUPS

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

2.2 CONSERVATION AREA / LISTED BUILDING STATUS

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

2.3 FIRE OFFICER

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

Section 3 - Site Details

3.1 DESCRIPTION OF PROPERTY

| Description | Details |
|--|---|
| Date of Construction: | 1927 with later additions |
| Constructed of: | Traditional Construction |
| Number of Buildings | Several |
| Access Via: | Several Entrances |
| External Areas: | Tarmac playgrounds, Netball courts, Large playing fields and plenty of grassed areas providing spacious play and outdoor P.E. facilities. |
| No. Passenger/Platform Lifts/Stair lifts | None |
| No. Staircases | Two |





3.2 FACILITIES IN PLACE

| Facilities | Details |
|------------------------------------|---------|
| Ramps | Yes |
| Platform lifts | No |
| Stair lift | No |
| Visual indicators for fire alarms | No |
| Induction loops / Infrared systems | No |
| Accessible toilets | Yes |
| Tactile signage | No |
| On site assistance | On Site |
| Designated Disabled parking areas | Yes |
| Evacuation chairs | No |
| Fire protected lift(s) | Yes |
| | |

3.3 Site Location

Marshland High School
School Road,
West Walton,
Wisbech
Cambs
PE14 7HA



| Item No. | Comments | Recommended | Prio rity | Est. Cost |
|---|--|---|--------------|--------------|
| Approach to School and Summary | | | | |
|  | <p>1.1 Marshland High School is in the village of West Walton in the county of Norfolk. The village is 56.5 miles (90.9 km) west of Norwich, 13.9 miles (22.4 km) west-south-west of King's Lynn and 105 miles (169 km) north of London. The nearest town is Wisbech which is 2.6 miles (4.2 km) south of the village. The nearest railway station is at Watlington, Norfolk for the Fen Line which runs between King's Lynn and Cambridge. The nearest airport is Norwich International Airport. The road networks are good with the school being close to major road networks. there is a bus stop immediately outside the school gates.</p> <p>The school has a comprehensive website, full of useful information for students and parents. Details of the curriculum and other resources as well as useful links to other websites are available. The school is situated in its own grounds in a lovely rural setting. There are approx 800 pupils aged from 11-16, and several separate buildings on site. The site is particularly well adapted for students with mobility problems, including those in wheelchairs. There is a link to Google maps giving directions to the school.</p> | | | |
|  | <p>1.2 Access to the school from outside the grounds is on a quiet residential road. There are no dropped kerbs or tactile paving present to give easier access for sight impaired and for wheelchair users who are pedestrians.</p> | <p>Liaise with the local council and ask them to maintain the pavements on the approach routes to the school and also ask them to install dropped kerbs and tactile paving to assist both sight impaired visitors and pupils and people in wheelchairs.</p> | B | N |
|  | <p>1.3 The only entrances to the school are on School Road. There are 2 entrances for vehicles and 1 pedestrian entrance. There is clear signage asking all visitors to the school to report to the main reception.</p> <p>1.4 The pedestrian entrance, by the Inclusion House, used by the pupils is level but would not be suitable for a person in a wheelchair because of the small stones. This entrance leads into the school car park but pupils do not have to cross any part of the car park to gain access to the school buildings. The area is free from hazards and the routes to the classrooms are clear and smooth</p> | <p>Paint a safe walkway path alongside the length of the car park so pedestrians will not try and cut through the car park. See 2.8</p> | B | M |
|  | <p>1.5 The route for wheelchairs from the pedestrian entrance needs a new tarmac path as it is unsuitable. Although I surveyed the buildings in the day time, the routes are free from shadows and would not cause a problem for the partially sighted.</p> | <p>Make a new path</p> | B | OG |



- 1.6 The school car park is for staff and visitor cars only. Parking in the mornings and after school is a problem for the school. There is a Junior school about 100 yards from Marshlands and both schools finish school at the same time which causes huge problems as there are no parking facilities for parents at either school. After school, some pupils were using this exit as a pedestrian exit which is so dangerous considering the amount of buses which also use this exit.
- 1.7 The school takes safeguarding very seriously – they ensure their children are kept safe in lots of different ways: They only employ qualified and trained staff who have had an enhanced criminal records check. All volunteers and visitors are also checked and given a “Safeguarding” briefing before they have access to the site. They have safe and secure buildings and grounds; all staff members have photo identity cards and all visitors must sign in at reception and wear a badge. They carry out daily, weekly or yearly risk assessments for the equipment and areas used by all children, both in the school grounds and whenever they go for trips beyond their boundaries. All staff have regular safeguarding training and they focus on the well-being of every child individually.
- 1.8 External street lighting is provided throughout and is available on approach to the site. Adequate lighting is essential for all visitors and staff not just the disabled. Avoid strong lights or heavy shadows.

Make the car park entrance and the exit strictly out of bound for pedestrians. Liaise with Walton Primary School to see if school finishing times can be altered to try and alleviate the problem of after school parking. There is a further danger after school as school buses drive in and out of the school car park and children who are walking home from the Primary school have to cross the route of the exiting buses.

A N

Car Park



- 2.1 The main school car park is in front of the school and operates a one way system. The school buses also use this car park in the morning and after school to pull in. There is parking available for 37 cars in marked spaces. Parking is open air/surface parking. The car park surface is tarmac.



- 2.2 There is a smaller car park in front of the older part of the school building. There is also one other parking area just round the corner from this one.

- 2.3 The main reception is easy to locate as the main entrance can be seen from this car park. The route has no hazards.



- 2.4 There is one accessible bays provided within this car park for motorists with disabilities. (According to AD M- Designated parking bays should be included: workplaces: 1 space per employee known to be a disabled motorist, plus at least one space or 2% of the total capacity. There must be a minimum of one space.)The designated space should be larger than the standard spaces and as close as possible to the main reception of frequently used buildings. There should be plenty of space to facilitate transfer to a wheelchair and space for tail loading. This space is 20metres from the main reception.



- 2.5 As well as signs on the ground as provision for disabled drivers or passengers only, there should be a sign immediately in front of the space. This is needed in case of snow or leaf covering on the ground.

Place sign in front of the disabled car park space.

B M

- 2.6 Directions to the disabled car parking should also be placed at the entrance to the car park so any disabled visitors know which way to go to access the designated car park space.
- 2.7 There are no Safe pedestrian walking routes marked out within this car park. This eliminates the risk for people with hearing impairments who may not hear the engine of a car reversing out of its parking space.
- 2.8 Example of a Safe Walkway sign painted on the floor, taken from a school in Manchester



Place a directional sign at the entrance to the car park showing the location of the disabled car parking.

B M

Mark out safe pedestrian routes. See illustration in 2.8

A M

- 2.90 This car park surface is smooth, even and free from loose stones.

Route from Car Parks to Main Reception

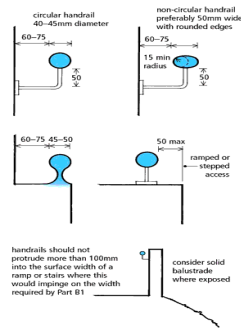
- 3.1 The route from the main car park to the main school entrance is easy to locate. (Lack of external signage could potentially render the entrance difficult to locate, particularly to a first time visitor. Hearing impaired people could also become anxious at having to ask for directions.) The routes are suitable for a wheelchair user without assistance.
- 3.2 Surfaces are smooth, slip-resistant, firm, level, well-drained and free from loose stones. They are wide enough and free from all hazards including windows opening outwards.

External ramps

- 4.1 There is ramped access at the school. A ramp is defined as a sloping surface joining two different levels and is used as an alternative to stairs. Ramped access is available on all the portacabin buildings. The school is fully accessible.
- 4.2 Ramps must have the following dimensions: 1.5m wide with a minimum unobstructed width of 1.5m. Have a maximum individual flight of 10m and maximum gradients of 1:20 if longer than 5m, 1:15 if longer than 2m or 1:12 if shorter than 2m.
Have 100mm high raised kerbs to any open side of ramp or landings
Have a continuous suitable handrail on each side.
(see Part M Access to buildings other than dwellings)

- 4.3 2 Handrails should always be provided on either side of a ramp as people who have difficulty negotiating changes of level need the support of handrails. Handrails should be continuous across flights and landings. Consideration should be given to the provision of a second (lower) handrail set at 600mm on stairs, particularly in schools, for use by children and people of short stature. Handrails should be easy to grip and provide good forearm support for people who are unable to grip. They should be configured with a positive end to reduce the risk of clothing being caught on the ends of rails. Surfaces such as hardwood or nylon coated steel are recommended in preference to surface materials that are cold to the touch. The handrail should be easily distinguishable from its background, without being highly reflective.

4.4



Shown are dimensions of handrails.

- 4.5 On the ramps attached to the mobile buildings there is only one handrail. The handrail colour contrast could be better.



Consider painting this handrail so as to give a better contrast. This will help anyone with a sight impairment. Fit further handrails so there are two on every ramp.

C OG

- 4.6 This ramp has been added to an outside entrance/exit door in the older part of the school. There are no handrails.



If this door is frequently used fit handrails.

C OG

- 4.7 Handrails used extensively at a school in Nottingham offering excellent colour contrast.



External Steps



- 5.1 The school has no external staircase apart from a fire escape route.
- 5.2 The School has highlighted areas where there is a change in level to alert the sight impaired. Wherever there is a single step, it should be highlighted with nosings to alert the sight impaired. Nosings, (stair edgings) are used to define the edges of steps in line with guidelines in Approved Document M (ADM) of The Building Regulations 2010 and BS8300:2009+A1:2010. Nosings can help to reduce accidents on stairs and steps as well as helping to provide an 'inclusive' environment giving access to all building users.



5.3

It is advisable to outline and highlight this concrete area with yellow paint as it is a change of level.

B M

Entrance Door to Main School Reception



- 6.1 The main entrance is easy to locate. It is clearly distinguishable from the building front. There is a sign indicating that this is the entrance and reception. It is well lit and free from shadows. The entrance is suitable for wheelchair access. The doors are easy to open.
- 6.2 The doors are constructed of mainly glass and people either side of the door, seated or standing, can see each other and be seen. The threshold weather mat is of firm texture, flush with the floor, and does not pose a hazard.
- 6.3 This entrance leads into a reception area which is the main reception area for the school. There are a further set of doors which then give access to the school.
- 6.4 All other door entrances were checked in all other buildings and the school is fully accessible for all the pupils, staff and visitors.

Lobby and Reception area



- 7.1 In the reception area, there is seating and ample room for a person in a wheelchair to sit alongside a companion. Waiting areas are needed in the reception so it is important that there are a variety of seats available that are accessible for both the ambulant disabled and those in wheelchairs. There should also be spaces available for wheelchairs within the seated area so that those who do not wish to transfer from the chair can be seated with their companions. Ensure that those who do transfer to another chair have somewhere close at hand to store their wheelchair without blocking off part of the reception area or horizontal route.
- 7.2 There is a clear view into the reception area from outside and signs are designated and positioned to inform the visually impaired and wheelchair users with reduced eye level.
- 7.3 The transitional lighting ensures that people can adjust to different lighting levels and the floor surface is slip resistant, firm for wheelchair manoeuvre, and there is no echo. (Adequate lighting is essential for all visitors and staff not just the disabled. Avoid strong lights or heavy shadows. A maintained illuminance of 200 lux is recommended.)

Reception desk



8.1 The reception desk is one of the first pieces of furniture that a visitor sees when they enter a building. Good provisions here will give an immediate message to people with disabilities as to whether or not the building will be accessible. Visitors to the school will often need to read and sign documents over the desk so it is important that they have access to the counter top. To aid this, the counter should be offered at two heights; a lower one for those in a wheelchair, younger or shorter visitors, that should be between 800mm and 850mm and one at a higher level so that those with poor mobility do not need to stoop or let go of their canes, etc at a height of between 950mm and 1100mm.

8.2 The reception desk is manned during school hours and help is available. Signs are designated and located for visually impaired and wheelchair using visitors with reduced eye level. The background noise does not stop two people talking and hearing each other comfortably when standing 2m apart. Visitors are asked to sign in. Visitors can fill out forms with ease. The reception desk height is 900mm .

When there is a refit in the reception area install 2 heights of desk, following the guidelines in 8.1

C OG



8.3 There is no induction loop fitted to assist visitors who have impaired hearing in the reception area. Hearing (induction) loops help people with hearing loss to hear sounds more clearly by reducing the effect of background noise. When a staff member speaks into that microphone, sound is transmitted as a magnetic field which can be picked up by hearing aids when set to the 'T' setting or hearing loop program. This applies to different types of hearing aids, including digital. A portable hearing loop provides limited coverage and is designed for one to one conversation for people with hearing aids.

Purchase a portable hearing loop system and display the sign showing you have this facility.

B M

8.4 The floor and wall finishes contrast in colour to assist disabled visitors and pupils to distinguish between surfaces and objects placed on them such as switches. The floor surface is firm for wheelchair manoeuvre.



8.5 Inside the school building, there is a further reception desk used by staff and pupils and this is set at a height of 850. The shelf is collapsible.



8.6 Further seating is available inside the main school building.

Corridors and Hallways



- 9.1 The corridors and hallways in the school are wide enough for a wheelchair user to manoeuvre and for other people to pass. All the corridors are kept clear and there are no obstructions or hazards which would be obstacles to wheelchair users and people with impaired vision. AD M - Corridors and passageways should be wide enough to allow people with wheelchairs, people carrying large items or people on crutches to pass each other.
- 9.2 Both the natural and artificial light avoids reflection, glare, shadows and silhouette.
- 9.3 The lighting in the corridors is good and there is contrast between the walls and the floors.
- 9.4 The combination of colour, tonal and visual contrasts between surfaces and objects placed on them such as switches and litter bins is good and ceilings are finished in light colours.
- 9.5 Signage is generally good to aid orientation. Tactile signage makes visual information accessible to blind and partially sighted people. Accessible maps and signs ensure blind and partially sighted people can find their way around your school. This is a legal requirement to make sure your signage doesn't exclude people from accessing your school.
- 9.6 All the floor surfaces are suitable and easy for a wheelchair to manoeuvre.
- 9.7 The means of escape are clearly visible from both a standing and seated position.



Ensure future signage is also tactile.

C OG

Classrooms and Facilities

- 10.1 The School has excellent facilities including:
- A large, modern and spacious Design Centre which houses the Technology and Art Departments.
 - Modern Science Laboratories.
 - Two fully equipped Sports Hall.
 - Heated indoor swimming pool.

The 4 English classrooms and L1 are not accessible as they are on the first floor of the main building. This is not an issue as clever timetabling will solve this problem, should a pupil in a wheelchair need access.



- 10.2 Classrooms are all carpeted to reduce echo levels and blinds are present to avoid bright sunlight. Marshland High School thoroughly embraces modern technology. The school has a wireless network throughout and every classroom has an interactive whiteboard. The school offers an exciting creative curriculum, linking subjects through relevant topic work. ICT is a strength and the school has over 200 computers in the school available for student use. Computer work is integrated into most curriculum areas. Currently the computer to student ratio is around 1:4. A well-equipped Special Educational Needs department is provided for those in need of Learning Support. All classrooms have good lighting. The colour schemes are good and contrast with the floors. The school has tried to keep a similar colour scheme throughout and it works well.

- 10.3 Classroom doors are wide enough and all desks and chairs are moveable allowing a wheelchair user to be fully inclusive.



10.4 The swimming pool is fully accessible and fitted with a hoisting lift to enable disabled pupils to have full use of the pool. There is also a ramped entrance into the pool area.



10.5 The Hall is fully accessible. It is used for a wide range of activities, including assemblies. Wherever possible, the school likes to celebrate achievements with the children and it is often during assembly that they issue rewards and merit certificates. Through daily tutor and assembly time, students are provided with the opportunity to reflect on values of a Christian nature, develop a community spirit and consider moral and spiritual issues.



10.6 A modern and well-stocked Resource Centre/Library in the school provides extra resources for the requirements of the National Curriculum and Resource-based learning. The LRC is staffed by a librarian who is also an English teacher at the school and facilities include computers for student use. In total, there is seating and working space for over 30 students at any one time. Currently, the Library holds an impressive stock of books (fiction and non-fiction) as well as other resources including magazines, daily newspapers, audio CD's, DVD's and a Careers Library. There is an ordering service available and the librarian is happy to order any books as and when they are requested. Different format books, accessible software and auxiliary aids can be made available if required.



10.7 Both Sports Halls are fully accessible and there are excellent changing facilities available for P.E.



10.8 In some of the classrooms, furniture has been placed immediately in front of the interactive boards, thus limiting their use.

Ensure that there is free access to use the interactive boards.

B N

10.9 There has been a programme of continuous growth and improvement and updating of classrooms and facilities in the school and this is ongoing.

Internal Stairs and Steps



11.1 There is one stairwell in the main school building which leads up to the English classrooms and a further stairwell in the Inclusion Learning Centre. there are also 3 steps which lead up to L1. The treads and risers on the stairs are all the same height. The nosings are readily identifiable on the stairs in the main school building and unlikely to create trip hazards, but there are none on the stairs in the Inclusion building. There are handrails provided to both sides of the stairs. The handrails are continuous across flights and landings. The lighting on the stairs is free of shadows and when measured a maintained illuminance of 100 lux was achieved. People who have difficulty negotiating changes of level need the support of handrails. Consideration should be given to the provision of a second (lower) handrail set at 600mm on stairs, particularly in schools, for use by children and people of short stature. Handrails should be easy to grip and provide good forearm support for people who are unable to grip. They should be configured with a positive end to reduce the risk of clothing being caught on the ends of rails. Surfaces such as hardwood or nylon coated steel are recommended in preference to surface materials that are cold to the touch.



11.2 The stairwell in the Inclusion building has no nosings on the stairs.

The carpet should be replaced with suitable covering and nosings need adding.

C OG

Internal Ramps



12.1 The entrance to the Maths Block has an incline which needs handrails on the walls.

Install handrails when the budget allows

C OG



12.2 The entrance to the swimming pool is on an incline and needs handrails on the walls.

Install handrails when the budget allows

C OG

Internal doors

13.1 No unnecessary doors were identified during the survey and doors are suitably contrasted against their surroundings. According to BS 8300 - Colour and luminance contrast should be used to distinguish the boundaries of floors, walls, doors and ceilings, e.g. if the architrave is the same colour as the door but a different colour from the surrounding wall, it may outline the opening for some visually impaired users when the door is open.



13.2 People can see each other either side of most of the doors. .

There are some doors within the school buildings which have not been fitted with correct vision panels. People cannot see each other either side of this door for example. Start a program of installing vision panels or replacing doors where needed. Remove any posters from vision panels.

C OG

13.3 They are all distinguishable from their surroundings. Internal doors require a strip or sign at 900mm to 1500mm if they are glazed.

13.4 The glass doors were clearly visible when closed.

13.5 A door opening of 750mm minimum is required to all internal doors and the openings of the doors are sufficient width for wheelchair users in the school.

13.6 There is adequate space alongside the leading edge of the doors for a wheelchair user to pass through. A space of 300 mm should be provided alongside the leading edge of the door to enable wheelchair users to reach the handle

13.7 Door controls were at a suitable height. All door furniture and fittings should be 1000mm above floor level Switches should be the large touch plate type and the door handles the D-shape variety All door furniture and fittings should be in contrast to their background. Some handles are not correct.



Commence a rolling program of replacing all door handles which are not the D type style. Door handles should be similar to the one shown here.

C OG

13.8 All the door closers are BS compliant.

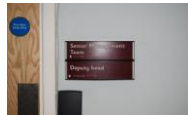
13.9 Signage on doors is good as most classrooms and offices are signed. (Note incorrect handle)



As new signage is introduced, incorporate tactile signage. See examples below for some ideas. It is always a good idea to keep signage in schools as uniform as possible.

C OG

13.10



13.11 Some of the doors were very noisy when closing and attention needs to be given to the door closures to reduce the amount of noise. Hearing impaired children especially will find the banging very distracting. An example is the KS3 door which bangs loudly when closing.

Ask the caretaker to check every door for noise levels and adjust accordingly.

B N

13.12 Doors present some of the most common accessibility issues. They may be too "heavy" and require too much force to open. Heavy doors are especially difficult for people with disabilities and seniors with limited upper body strength and/or skills in using their hands. They may close too quickly for some people to pass through easily. People who move slowly or use mobility devices like wheelchairs or walkers may not be able to pass through fast enough. Luckily, these common problems can often be resolved by simply adjusting door closers.

Make frequent checks on all doors in the school and adjust when necessary.

B OG

WC's general provision

14.1 The toilet entrances all have easy access. All toilets were checked. There are standard toilets located throughout the school. Tap fittings are correct and all contrast with their backgrounds.



14.2 All have slip resistant floors throughout.

14.3 The fittings are all easily distinguishable from their background.

WC's provision for disabled users

- 15.1 The School has two disabled toilets so is extremely well equipped.
- 15.2 The approaches to the toilets are free from obstruction.
- 15.3 There are signs on the doors indicating accessible toilets.
- 15.4 The compartments are large enough to allow manoeuvring of a wheelchair and the floors are slip resistant and safe when wet and dry. The door fittings and locks are easily reached and easy to operate. The doors open fully and outwards.
- 15.5 The door fittings comply. The toilet seat heights were measured and found to be within the required heights. ideally, the height for easy transfer from wheelchairs should be 450 to 500mm.
- 15.6 The hand washing and drying facilities should all be within easy reach of someone seated on the WCs. A person should be able to wash their hands before transferring back on the wheelchair from the WC. The basin fittings should all be suitable for people who cannot grip. There needs to be coated grab rails and hand rails and a rail on the back of the doors. Disabled toilets should not be used for storage as this will prevent manoeuvring of wheelchairs into position for frontal, lateral, angled and backward transfer both unassisted and assisted.
- 15.7 The location of the disabled toilets should be clearly signed using good colour and/or tonal contrast between the lettering and its background, and between the signboard and its background. Toilets should have emergency call systems within easy reach of the toilets. A pull cord or a switch with large push pads is recommended and it needs to be signed 'pull in case of emergency'

15.8 In the accessible toilet near the PE department there is no mirror fitted and no grab bar on the back of the door. The bed would prevent manoeuvring of wheelchairs into position for frontal, lateral, angled and backward transfer both unassisted and assisted.

Install a suitable mirror so that a person in a wheelchair can see themselves. Fit a grab bar to the back of the door. Is it possible to put the bed and other equipment in another room?

B M

15.9 In the disabled toilet situated by the stairs, there is no mirror and the alarm cord is tied around the grab bar..

Inform the cleaners to allow the cord to hang freely. Install a mirror .

B N

Kitchen and Dining Area, Staffroom

16.1 The children eat in the Dining Hall, which is joined to the main Hall. The serving hatch was measured and is 750mm and suitable for a pupil in a wheelchair. All the school meals are cooked in the kitchens on site.
The food offered is consistent with a healthy diet and complies with the latest School food trust standards.
Fresh fruit & vegetables are available each day. The school provides both hot and cold food, both of which pay regard to nutritional balance and healthy options.

16.2 The staffroom is accessible and has a range of seating. All chairs are without arms and there should be a chair available with arms for anyone with mobility difficulties who would find it difficult to rise from a chair without arms.

Supply at least one chair with arms for people with mobility issues.

B M



Means of escape

| | | | | |
|-------|---|--|---|---|
| 17.1 | There are audible alarms provided within the school. | | | |
| 17.2 | Ground floor exit routes are as accessible as entrance routes and were all checked. | Remove any obstructions on escape routes daily. Ensure fire doors are in working order and there are no obstructions on the outside | A | N |
| 17.3 | People with disabilities can evacuate the building, and reach places of safety or refuge. | Safe places of refuge need to be well sign posted and easy to access. The fire risk assessment should determine if this is the case | | |
| 17.4 | Exit routes are regularly checked for obstacles and there were no obstacles on the day of the audit. | An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily | | |
| 17.5 | Alarm systems are regularly checked by a qualified engineer. | | | |
| 17.6 | Fire doors regularly are checked by a qualified engineer. | | | |
| 17.7 | All fire doors are regularly maintained. | | | |
| 17.8 | The escape routes are clearly signed. | | | |
| 17.9 | Staff members are trained in helping mobility impaired people evacuate. | Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required. | A | N |
| 17.10 | The places of refuge are large enough for the projected number of people likely to need them as the school has large playgrounds. | Train staff to assist in evacuation procedures. Awareness training maybe required | | |
| 17.11 | A fire risk assessment been carried out. | | | |

Building Management

| | |
|------|--|
| 18.1 | The external routes (including steps and ramps)are kept clear, unobstructed and free from surface water, ice and snow. |
| 18.2 | Windows, blinds and lamps were clean and in working order. |

Lifts and Stair lifts

| | |
|------|----------------------|
| 19.1 | There are no lifts . |
|------|----------------------|

The head teacher is keen to carry forward the recommendations in this report.



Terms of this Equality Act 2010 Audit

The audit addresses and recognises the requirements of the Equality Act 2010 (Disability Discrimination Act (DDA) 1995 and 2005). The report includes recommendations for required remedial actions and ongoing monitoring and control measures. Guidance is also referred to such as BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People - Code of Practice; along with other applicable sources where appropriate.

The content of this report is based on the information and access provided to the consultant at the time of this audit. Any recommendations or advice in this report is based upon evidence seen. Whilst every care is taken to interpret current Acts, Regulations and Approved Codes of Practices, these can only be authoritatively interpreted by Courts of Law. Undergoing of the recommendations in the report could assist in meeting the requirements of the Equality act 2010/ Disability Discrimination Act but does not guarantee it. Nor does compliance with this report remove any liability on the part of the client or give protection against legal proceedings.

PURPOSE OF AUDIT

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

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

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

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

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

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