

Access Audit

St Michael's Primary School,
Penberthy Road, Helston TR13
8AR

Prepared on Behalf of
Celtic Cross Education (St Austell)

Ref: 16162

Date: 28th February 2022

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A Executive Summary

A1 Overall the property achieves a reasonable standard of accessibility.

A2 Within our audit findings we have prioritised every recommendation and urge you to review those with a Priority 1 rating immediately as some of these items pose an immediate health and safety risk to your disabled users. In particular we draw you attention to:-

A pull cord alarm is fitted in the Junior School accessible toilet but the cord does not extend to floor level putting it out of reach to someone who has fallen onto the floor.

A3 In addition to these urgent matters we suggest you prioritise the following barriers to access which are having a significant impact on the accessibility of the site to its disabled users:-

The route to the Infant School entrance is set to a gradient exceeding 1:20. Whilst an alternative pathway is available the travel distance is excessive. A new accessible parking bay and drop off space should be designated next to the entrance gate.

If necessary disabled visitors to the Infant School should be offered alternative more accessible meeting space in the Junior School to meet with staff.

The Junior School Building has no pupil accessible toilet or hygiene room.

The Infant School hygiene room is accessed through the Visitor accessible toilet. We recommend a separate cubicle is provided.

The staff toilet is accessed from a teaching space. We consider this inappropriate and recommend the staff toilet is relocated.

B Introduction & Methodology

B1 Brief & Aims of Report

B1.1 The following report is an assessment of St Michael's Primary School, Penberthy Road, Helston TR13 8AR against the criteria set out in Section B3 below.

B1.2 The main purpose of the report is to ensure that the property meets with the requirements of Section 3 of The Equality Act 2010 (hereafter referred to as 'The Act') and so does not discriminate against disabled people.

B1.3 In order to achieve this the report will identify where the property does not meet current best practice standards and will recommend ways to overcome these issues which may incorporate adjustive works, changes to management policies and procedures or a combination of the two.

B1.4 These recommendations will be considered in terms of their reasonableness given the individual context and circumstances relating to the property.

B1.5 In order that you can plan these works in an informed and strategic manner each recommendation has been given a priority rating and cost banding to aid you in your own planning.

B2 Legislation

B2.1 Sections 3, 5 and 6 of the Act will apply to the property. The obligations under each section are outlined below:

Part 3 - Service Provision

B2.2 This section relates to service provision to members of the public.

B2.3 Under this section it is illegal to discriminate against a disabled person and the service provider is obliged to make reasonable adjustments to make their service accessible to members of the public. These may include physical adjustments or adjustments to policies, practices or procedures to overcome barriers to access.

B2.4 This is a proactive duty so the service provider is obliged to anticipate the service of a disabled person and make adjustments in advance.

Part 5 - Employment

B2.5 As an employer it is illegal to discriminate against a disabled people in terms of employment, which may involve making reasonable adjustments to policies, practices or procedures or physical alterations to premises.

B2.6 This is a reactive duty. There is no obligation to take anticipatory steps to make a site accessible but rather to make reasonable adjustments for the individual disabled person.

B2.7 This being said, it is prudent to incorporate accessibility into any refurbishment of staff areas.

Part 6 - Education - Schools

B2.8 The Special Educational Needs and Disability Act 2001 extended Part IV of the DDA thus requiring that you do not discriminate against disabled people in their access to education by imposing a planning duty. This has now been encompassed into the Equality Act 2010 under Part 6.

B2.9 As a result the School is required to prepare an Accessibility Plan to cover the following areas.

- Increasing access to the school curriculum for disabled pupils.
- Improving the delivery of written information to disabled pupils.
- Improving physical access to the school environment.

- B2.10 These obligations should be complemented and integrated with the School's existing Special Educational Needs (SEN) Framework (if applicable).
- B2.11 This planning duty came into force on September 2002. This required that Schools have an Accessibility Plan in place by April 2003. Each plan should run from this date for a minimum of 3 years.
- B2.12 There is a duty to implement, review and revise these plans, which is regulated and enforced by OFSTED or the Independent Schools Inspectorate as part of the existing schools inspection programme.

B3 Criteria

- B3.1 The following documents have been used as the criteria against which the premises will be audited.
- Equality Act 2010 (Replaces Disability Discrimination Acts 1995 & 2005)
 - Equality Act 2010- Code of Practice on Services, Public Functions and Associations (2011 edition).
 - BS8300-1-2018 -Design of an accessible inclusive built environment - Part 1 External Environment Code of Practice
 - BS8300-2-2018 - Design of an accessible inclusive built environment - Part 2 Buildings Code of Practice
 - The Building Act 1984, Approved Document M 2015 Edition Volume 2 - Access to and use of buildings, volume 2: buildings other than dwellings
 - BS9999:2017 Code of Practice for fire safety in the design, management and use of buildings.
 - The Equality Act 2010 - Draft Code of Practice on Further and Higher Education (2011 Edition).
 - The Equality Act 2010 - Technical Guidance on Further and Higher Education (2011 edition).
 - Building Bulletin 102 - Designing for disabled children and children with special educational needs - Guidance for mainstream and special schools. Published by the Department for Children, Schools and Families
 - Building Bulletin 102 - Designing for disabled children and children with special educational needs - Published by the Department for Children, Schools and Families 2014
- B3.2 All recommendations made in this report shall, as far as possible meet the guidance set down in the criteria documents. However, due consideration will be given as to whether the alterations are "reasonable" as set out in the Act and the Codes of Practice arising from it.

B4 Scope

- B4.1 As set out under Section B2 above whilst you are a school you do provide services to members of the public within certain parts of the site and so the obligations under Part 3 of the Act will apply to these areas. These obligations are proactive and require you to make reasonable adjustments to these public areas to avoid discrimination against disabled visitors. The deadline for reasonable adjustments to physical features under Part 3 passed in 2004.
- B4.2 In contrast your obligations to pupils under Part 6 of the Act is limited to a 'Planning Duty' under which you have to plan to make your site more accessible to disabled pupils over time with no fixed deadline for achieving accessibility.
- B4.3 Thus whilst we will endeavour to give higher priority to public areas to reflect this you should further filter our recommendations to ensure that areas in which you deliver a service to members of the public are suitably prioritised in your own plans.
- B4.4 Although we have included the Code of Practice for Means of Escape for Disabled People within our criteria this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the Emergency Evacuation Plan.
- B4.5 Plant rooms, workshops, stores and machinery rooms are excluded from our inspection.

B5 How to Use this Audit

- B5.1 Section D sets out our approach to the audit and outlines the relevant legislation. This forms the basis of our report and puts our findings into context, it is important that this is read and absorbed prior to considering our findings within Section E.
- B5.2 The Audit findings list our recommendations in short form with each allocated a priority rating and cost banding/budget cost. These recommendations should form the basis of your programme of adjustive works, Access Action Plan or Accessibility Plan.
- B5.3 These recommendations are supported by more detailed discussion under the heading 'Issue' to:
1. explain why a recommendation has been made
 2. justify why no action has been taken where a problem exists
 3. give the reader an insight into the problems disabled people face in accessing the site
 4. provide more detail and further guidance as to how the recommendations should be implemented
- B5.4 In order to gain a full understanding of our recommendations Section E should be read in detail.

B6 Prioritisation of Public and Educational Areas

- B6.1 As set out under Section B2 above whilst you are a school you do provide services to members of the public within certain parts of the site and so the obligations under Part 3 of the Act will apply to these areas. These obligations are proactive and require you to make reasonable adjustments to these public areas to avoid discrimination against disabled visitors. The deadline for reasonable adjustments to physical features under Part 3 passed in 2004.
- B6.2 In contrast your obligations to pupils under Part 6 of the Act is limited to a 'Planning Duty' under which you have to plan to make your site more accessible to disabled pupils over time with no fixed deadline for achieving accessibility.
- B6.3 Thus whilst we will endeavour to give higher priority to public areas to reflect this you should further filter our recommendations to ensure that areas in which you deliver a service to members of the public are suitably prioritised in your own plans.

B7 Taking Action on the Results

- B7.1 This audit should be seen as the first step towards making the property more accessible to its disabled users. If no action is taken on the results you will be discriminating against disabled users and consequently will be at increased risk of claims for compensation.
- B7.2 The recommendations of this audit have been prioritised and allocated costs in order to allow you to form a long-term strategy for their implementation. This strategy should then be integrated into your current maintenance, refurbishment and capital works programmes.
- B7.3 By doing this you will avoid compromising the recommendations of the report with maintenance, refurbishment or capital projects and therefore are likely to save money by avoiding costly mistakes which may require rectification at a later date.

B8 Statutory Consents

- B8.1 Unless informed otherwise we have assumed that the site has no particular restrictions on development other than the usual Planning and Building Regulation requirements.
- B8.2 Where you choose to implement the work outlined in our report we recommend that you take further advice as to the application of Planning or Building Regulations prior to proceeding.
- B8.3 As Surveyors and Planning Consultants Evans Jones can offer this advice as a separate service. Alternatively we recommend that you contact a Chartered Surveyor (RICS), Planning Consultant (MRTPI) or Architect (RIBA) for this advice.
- B8.4 Evans Jones Ltd accept no liability where you proceed with works without seeking such advice.

B9 Alternative Format

B9.1 Copies of this report are available in alternative formats upon request.

B9.2 Please contact us to discuss your individual requirements.

C The Site

Address: St Michael's Primary School, Penberthy Road, Helston TR13 8AR



Date: 28th February 2022

Contact: Rebecca Daw
Estates & Operations Co-Ordinator

Location: The site is set in a suburban area and thus is generally surrounded by houses.

Given the location and usage of the site we find it likely that users will arrive here by all modes of transport.

Conditions: The weather at the time of our inspection was overcast with periodic showers. It was cold.

Our inspection was carried out during daylight hours.

The site was in use at the time of our inspection and thus access was restricted to certain areas in particular to the classrooms.

Where this is relevant to our findings we will make this clear under later specific heading.

D Context of Site and Approach to Audit

D1 We are not party to your resources or any budgets allocated to the site thus when considering the test of reasonableness we have assumed that a fair amount of resources are available to fund adjustive works.

D2 An Access Audit is an assessment of your premises against generic design standards. It is not designed to capture the specific needs of individual pupils.

The audit seeks to address the physical environment only. It does not seek to address access to the curriculum and we assume you will make a separate assessment of any equipment or learning needs of individual pupils as part of your SEN framework.

E Audit Findings

E1 Key to Priority and Cost Bandings

Priorities	Description	Cost Bandings
1	Urgent, low cost or immediate health and safety risk to a disabled user	A £0 - £500
2	As soon as possible (Should not wait til next refurbishment/maintenance cycle)	B £500 - £2500
3M	As part of ongoing maintenance programme	C £2500 - £5000
3R	As part of next refurbishment	D £5000 - £10000
4	When a specific need is identified	E £10000+
EXP	Further specialist advice required	


Photo	Item	Issues	Recommendations	P	£
	1.0	External Areas			
	1.1	Approach and Car Parking			
	1.1.1	<p>Our assessment of the approach to the site is limited to those areas within the site boundary and the public highway to the frontage of the site.</p> <p>Whilst you will not be liable for barriers found outside of your ownership these may impact on the accessibility of your site, thus where we make recommendations to areas outside of your ownership these should be passed on to the relevant authority for their action.</p> <p>Where are recommendations relate to an area outside of your control they will generally be given a Zero cost rating on the basis any adjustment will be undertaken by a third party at Zero cost to you.</p>			




Photo	Item	Issues	Recommendations	P	£
	1.1.2	<p>The entrance signage has grey text which lacks tonal contrast against the grey back ground.</p> <p>Clear well contrasting signage is provided along the route to Infant and Junior Blocks.</p>	Provide new well contrasting entrance signage	3R	A
					
	1.1.3	<p>The dropped kerb point at the entrance has no tactile blister paving fitted and thus there is a risk that visually impaired users will walk into the carriageway unawares.</p>			




Photo	Item	Issues	Recommendations	P	£
	1.1.4	<p>The pathway to the Junior School entrance achieves an adequate width of 1200mm or more, is set to an acceptable gradient and has a firm and level surface.</p>			
	1.1.5	<p>There are around 40 parking bays on site. Best practice recommends that a minimum of 5% are allocated as accessible bays, excluding any specific provision for disabled employees who should ideally be allocated their own bays.</p> <p>In this instance 2 accessible bays are provided accounting for 5% of the overall provision in accordance with best practice.</p>			
	1.1.6	<p>The accessible bays do not have transfer zones to the rear. This may make it difficult for a wheelchair user to transfer from car to chair and vice versa.</p> <p>You should aim to achieve minimum 1200mm wide transfer zones to either side and the rear of all accessible bays.</p>	<p>Re-mark accessible bays with transfer zones to the rear</p>	3R	A




Photo	Item	Issues	Recommendations	P	£
	1.1.7	<p>The pathway to the Year 5 classroom achieves an adequate width of 1200mm or more, is set to an acceptable gradient and has a firm and level surface.</p>			
	1.1.8	<p>The footpath does narrow to 900mm to the rear making it difficult to pass by a wheelchair user.</p> <p>This is a key route and there is scope to widen it in the longer term.</p>	<p>Widen footpath to achieve minimum 1200mm clear width</p>	3R / 4	B
	1.1.9	<p>The approach from the site entrance to Infant School building is set at a gradient exceeding 1:20 which will make it very difficult to negotiate by a manual wheelchair user in particular.</p> <p>However as the gradient is consistent with surrounding ground levels there is little practical alteration other than to make users aware in advance and advise of alternative routes at the rear.</p>	<p>Inform users of steep approach in advance i.e. website, access guide etc</p>	2	Zero



Photo	Item	Issues	Recommendations	P	£
	1.1.10	<p>There is no drop off area close to the Infant Building to allow disabled users to be set down.</p> <p>Considering the gradient on the approach, if possible we recommend that a drop off point is created at the entrance gate. This should be fitted with a dropped kerb to allow ease of transfer from carriageway to path.</p>	<p>Create drop off point at Infant entrance</p>	2	A
	1.1.11	<p>There is no accessible parking next to the Infant School building.</p> <p>A new accessible parking space will help to mitigate the gradient on the approach, allowing disabled users arriving by vehicle to park close to the entrance.</p>	<p>Create 1 new accessible parking bay next to Infant entrance</p>	2	A




Photo	Item	Issues	Recommendations	P	£
	1.1.12	The pathway at the front of the Junior Building achieves an adequate width of 1200mm or more, is set to an acceptable gradient and has a firm and level surface.			
	1.1.13	Benches are poorly contrasted against their background making them more difficult to discern by a visually impaired user posing a risk of collision.	Improve contrast of outdoor seating when redecorating	3R / 4	Zero
	1.1.14	The pathway at the rear of the Junior Building achieves an adequate width of 1200mm or more, is set to an acceptable gradient and has a firm and level surface.			




Photo	Item	Issues	Recommendations	P	£
	1.1.15	The pathway to Year 3 and 4 classrooms achieves an adequate width of 1200mm or more, is set to an acceptable gradient and has a firm and level surface.			
	1.1.16	The pathway to the Year 5 classroom achieves an adequate width of 1200mm or more, is set to an acceptable gradient and has a firm and level surface.			
	1.1.17	<p>The pathway from Junior to Infant Building achieves an adequate width of 1200mm or more and has a firm and level surface. Whilst set to a gradient, it is less than 1:20.</p> <p>However the travel distance is considerable for a disabled user. The accessible parking space and drop off zone will help to mitigate this issue.</p>			



Photo	Item	Issues	Recommendations	P	£
	1.1.18	<p>The external steps to the Year 4 classroom have no contrasting nosings and thus it will prove very difficult for a visually impaired user to identify the step edges.</p> <p>Painted nosings will be the most appropriate type in this location.</p>	Apply contrasting nosings to step edges	2	A
	1.1.19	<p>The external steps to Year 4 classroom are not fitted with any handrails and thus there is no means of support for an elderly or mobility impaired person, putting these users at increased risk of accident.</p> <p>Handrails should be fitted to either side to provide a means of support when going up or down to a user with no strength or mobility to one side of the body such as an amputee.</p> <p>New rails should ideally be tubular and between 40-50mm in diameter so that they are easy to grip and should extend a minimum of 300mm beyond the top and bottom steps so they can be gripped before mounting or dismounting the steps.</p> <p>The new rails should also be well</p>	Fit new handrails to either side of steps	2	A



Photo	Item	Issues	Recommendations	P	£
	1.2	<p>contrasted to give a further clue of the flights to a visually impaired user.</p> <p>Sports Pitches</p>			
	1.2.1	<p>The hard court at the front of the school is accessible from the gates at the main entrance.</p> <p>The courts are set to an acceptable gradient and accessible to all.</p>			
	1.2.2	<p>The hard court at the rear of the Junior Building is accessible from the principal pathways.</p> <p>The courts are set to an acceptable gradient and accessible to all.</p>			
	1.3	Playground			




Photo	Item	Issues	Recommendations	P	£
	1.3.1	<p>The playground in front of the Infant School building is accessible from the principal pathways.</p> <p>The playground is set to an acceptable gradient and accessible to all.</p>			
	2.0	Junior Building			
	2.1	Entrances			
	2.1.1	Main entrance			
	2.1.1.1	<p>Clear well contrasting signage is provided at the main entrance.</p>			
	2.1.1.2	<p>The entrance doors achieve a clear width of at least 900mm which exceeds current best practice standards so should be sufficient for all.</p>			




Photo	Item	Issues	Recommendations	P	£
	2.1.2	General issues			
	2.1.2.1	<p>The entrance doors require excessive force to pull open of more than 40Newtons, as a result it will prove difficult for a user with impaired upper body strength to open these doors.</p> <p>Best practice recommends a maximum opening force of 30Newtons for the first 30 degrees of the door swing and 22.5Newtons thereafter.</p>	Adjust door closers to achieve maximum 30Newtons opening force	3M	A
	2.1.2.2	The loose mats will pose a trip hazard to all but particularly a visually or mobility impaired person.	Remove loose mats	2	Zero
	2.1.2.3	<p>The entrance door handles are poorly contrasted against the door frames making them difficult to identify by a visually impaired person.</p> <p>New handles should be of a lever, bar or 'D' handle type and aim to achieve a 30 point difference in light reflectance value with the frame. Knob handles should be avoided.</p>	Fit new well contrasted door handles	3R / 4	A




Photo	Item	Issues	Recommendations	P	£
	2.1.2.4	The loose mats externally will pose a trip hazard to all but particularly a visually or mobility impaired person.	Remove loose mats	2	Zero
	2.1.2.5	Some of the entrance door thresholds have an upstand of around 30mm making it difficult to pass by wheelchair users and posing a trip hazard to mobility and visually impaired users. In this setting this could be addressed by forming timber fillets to either side of the existing threshold to make it easier to 'rollover'.	Fit timber fillets to either side of existing threshold	2	A
	2.1.3	Year 6 entrance			
	2.1.3.1	The entrance doors achieve a clear width of only 760mm through a single leaf making them difficult to pass by most wheelchair users. Best practice recommends a clear width of 800mm through a single leaf for new entrance doors. As this issue is located in pupil only area	Fit new single or door and a half set to achieve minimum 800mm clear width through a single leaf	3R / 4	B

Photo	Item	Issues	Recommendations	P	£
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of the building we see little justification for any adjustments in the short term unless required by a particular pupil.

It would be appropriate to undertake adjustments when a specific need is identified in consultation with the particular pupil or as part of a wholesale refurbishment of this area.

2.1.4 Year 3 entrance

2.1.4.1 The ramp to Year 3 is generally well detailed achieving a suitable gradient with ergonomic handrails to either side, a reasonable width and what appears to be adequate lighting.



2.1.4.2 The entrance door achieves a clear width of 900mm which exceeds current best practice standards so should be sufficient for all.






Photo	Item	Issues	Recommendations	P	£
	2.1.4.3	The secondary entrance door achieves a clear width of 900mm which exceeds current best practice standards so should be sufficient for all.			
	2.1.4.4	The secondary ramp from the field to Year 3 is generally well detailed achieving a suitable gradient with ergonomic handrails to either side, a reasonable width and what appears to be adequate lighting.			
	2.1.5	Year 4 entrance			
	2.1.5.1	The entrance door achieves a clear width of 900mm which exceeds current best practice standards so should be sufficient for all.			




Photo	Item	Issues	Recommendations	P	£
	2.1.5.2	The plant pot obstructs manoeuvring space on the approach.	Relocate plant pot	1	Zero
	2.1.6	Year 5 entrance			
	2.1.6.1	The entrance door achieves a clear width of 900mm which exceeds current best practice standards so should be sufficient for all.			
	2.2	Reception			
	2.2.1	The reception is generally well designed.			
		The desk is appropriately located in relation to the entrance and identified by clear signage on the approach.			
		The reception desk incorporates an adequate low level position and writing surface for a wheelchair user.			


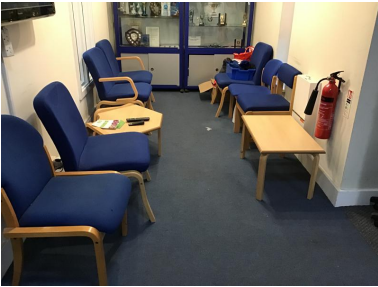

Photo	Item	Issues	Recommendations	P	£
	2.2.2	<p>Transitional lighting is poor with lux levels of only 50lux noted.</p> <p>This will result in excessive contrast which can be temporarily disabling to some visually impaired users.</p>	<p>Upgrade transitional lighting to achieve at least 300lux</p>	3R	A
	2.2.3	<p>The reception incorporates a waiting area with seating for visitors.</p> <p>There is inadequate clear space for a wheelchair user or ambulant disabled user with mobility aids to sit adjacent to a companion or carer.</p> <p>To comply with best practice, a 900mm wide x 1400mm deep clear space should be maintained.</p>	<p>Adjust the layout of loose furniture to allow a disabled user to sit adjacent to a companion or carer.</p>	1	Zero
	2.2.4	<p>The signing-in system is fitted at around 1600mm above floor level putting it out of reach of most wheelchair users.</p> <p>Best practice recommends that controls are installed within 1000-1200mm of floor level.</p>	<p>Lower touch screen so that all controls are within 1200mm of floor level</p>	2	A
<p>2.3 Horizontal Circulation</p>					



Photo	Item	Issues	Recommendations	P	£
	2.3.1	General issues			
	2.3.1.1	<p>The tonal contrast between the walls and floors is generally adequate. This will make it easier for a visually impaired person to navigate the circulation space.</p> <p>When redecorating or replacing flooring, you should aim to achieve a 30 point difference in light reflectance value of adjacent surfaces. Tonal contrast is far more important than colour contrast i.e. light on dark and vice versa.</p>			
	2.3.2	<p>The ground floor corridors achieve an adequate width of at least 1200mm.</p> <p>The corridors have widened passing places suitable for wheelchair users at reasonable intervals.</p>			
	2.4	Internal Doors			
	2.4.1	General issues			




Photo	Item	Issues	Recommendations	P	£
	2.4.1.1	<p>The key pads to access controlled doors are fitted around 1700mm above floor level putting it out of reach of most wheelchair users.</p> <p>Best practice recommends that controls are installed within 1000-1200mm of floor level.</p> <p>We see little justification for any adjustments in the short term unless required by a particular member of staff.</p>			
	2.4.1.2	<p>The doors are generally well detailed with ergonomic ironmongery including tubular lever or pull handles.</p> <p>The doors along key circulation routes are fitted with full height vision panels to allow a wheelchair user to identify users approaching in the opposite direction.</p>			
	2.4.1.3	<p>Internal doors with a light veneered finish are poorly contrasted against wall surfaces making the openings difficult to identify by a visually impaired person.</p> <p>This can be addressed by painting the walls, architraves or doors in a contrasting colour.</p>	<p>Improve contrast of veneered doors door openings</p>	3R	Zero



Photo	Item	Issues	Recommendations	P	£
	2.4.1.4	<p>A 30 point difference in light reflectance values of adjacent surfaces should be achieved. These values are readily available from paint suppliers.</p> <p>Some internal doors with a painted finish are poorly contrasted against wall surfaces making the openings difficult to identify by a visually impaired person.</p> <p>This can be addressed by painting the walls, architraves or doors in a contrasting colour.</p>	Improve contrast of painted door openings	3R	Zero
	2.4.1.5	<p>A 30 point difference in light reflectance values of adjacent surfaces should be achieved. These values are readily available from paint suppliers.</p> <p>The glazed classroom doors are poorly manifested making them difficult to identify by a visually impaired user, putting him or her at risk of collision.</p> <p>Manifestation should be solid colour and be set at around 1500mm above floor level.</p>	Apply manifestation to classroom doors	2	A



Photo	Item	Issues	Recommendations	P	£
	2.4.2	<p>The doors to the support staff office achieve a clear width of only 700mm making them very difficult to pass by the majority of wheelchair users.</p> <p>Best practice now recommends that all internal doors achieve a clear width of at least 800mm. Clear width is measured between door stop and the face of the door when held open.</p> <p>As this issue is located in a staff only area of the building we see little justification for any adjustments in the short term unless required by a particular member of staff.</p> <p>It would only be appropriate to undertake adjustments when a specific need is identified and in consultation with the particular member of staff or as part of a wholesale refurbishment of this area.</p>	<p>Widen door openings and fit new doors sets to achieve min. 800mm clear width</p>	3R / 4	B
	2.4.3	<p>The head teachers office door achieve a clear width of only 700mm making them difficult to pass by the majority of wheelchair users.</p> <p>Best practice now recommends that all internal doors achieve a clear width of at least 800mm. Clear width is measured</p>	<p>Widen head teacher office door openings and fit new doors sets to achieve min. 800mm clear width</p>	2	B


Photo	Item	Issues	Recommendations	P	£
	2.4.4	<p>between door stop and the face of the door when held open.</p> <p>As this issue is located in a public area of the building accessed by parents or visitors, we have given the issue a relatively high priority rating.</p> <p>The rainbow teaching support room achieve a clear width of only 700mm making them difficult to pass by the majority of wheelchair users.</p> <p>Best practice now recommends that all internal doors achieve a clear width of at least 800mm. Clear width is measured between door stop and the face of the door when held open.</p> <p>As this issue is located in pupil only area of the building we see little justification for any adjustments in the short term unless required by a particular pupil.</p> <p>It would be appropriate to undertake adjustments when a specific need is identified in consultation with the particular pupil or as part of a wholesale refurbishment of this area.</p>	<p>Widen rainbow door openings and fit new doors sets to achieve min. 800mm clear width</p>	3R / 4	B



Photo	Item	Issues	Recommendations	P	£
	2.4.5	<p>Double compartment doors doors achieve a clear width of only 700mm through a single leaf.</p> <p>This will make them very difficult to operate by many wheelchair users, thus in the longer term we recommend that these double door sets are replaced with door and a half sets to achieve a minimum 800mm clear width through a single leaf.</p> <p>The doors are held open on magnetic catches linked to the fire alarm which mitigates this issue. They would still present a hazard in a means of escape situation.</p>	<p>Replace double doors with door and a half sets</p>	3R / 4	B
	2.4.6	<p>The music room door achieves a clear width of 780mm.</p> <p>Best practice now recommends that all internal doors achieve a clear width of at least 800mm. Clear width is measured between door stop and the face of the door when held open.</p> <p>We consider the door to be within a reasonable margin of best practice standards and likely accessible by most wheelchair users. We find it unlikely it</p>	<p>Enlarge door to achieve a minimum 800mm clear width when next replacing the door sets</p>	3R / 4	Zero



Photo	Item	Issues	Recommendations	P	£
	2.4.7	<p>would be considered reasonable to widen the door in the short term and suggest this issue be addressed when next replacing the door sets.</p> <p>The meeting room door achieve a clear width of 780mm.</p> <p>Best practice now recommends that all internal doors achieve a clear width of at least 800mm. Clear width is measured between door stop and the face of the door when held open.</p> <p>We consider the door to be within a reasonable margin of best practice standards and likely accessible by most wheelchair users. We find it unlikely it would be considered reasonable to widen the door in the short term and suggest this issue be addressed when next replacing the door sets.</p>	<p>Enlarge door to achieve a minimum 800mm clear width when next replacing the door sets</p>	3R / 4	Zero
	2.4.8	<p>Older Classroom doors achieve a clear width of 780mm.</p> <p>Best practice now recommends that all internal doors achieve a clear width of at least 800mm. Clear width is measured between door stop and the face of the door when held open.</p>	<p>Enlarge doors to achieve a minimum 800mm clear width when next replacing the door sets</p>	3R / 4	Zero


Photo	Item	Issues	Recommendations	P	£
	2.4.9	<p>We consider the doors to be within a reasonable margin of best practice standards and likely accessible by most wheelchair users. We find it unlikely it would be considered reasonable to widen the doors in the short term and suggest this issue be addressed when next replacing the door sets.</p> <p>As this issue is located in pupil only area of the building we see little justification for any adjustments in the short term unless required by a particular pupil.</p>	<p>Widen sensory room door openings and fit new doors sets to achieve min. 800mm clear width</p>	3R / 4	B
	<p>Best practice now recommends that all internal doors achieve a clear width of at least 800mm. Clear width is measured between door stop and the face of the door when held open.</p>	2.5 Standard Toilets	2.5.1 General issues	2.5.1.1 Our inspection was completed by an unaccompanied male surveyor so we did not access ladies toilets.	


Photo	Item	Issues	Recommendations	P	£
	2.5.1.2	<p>However we assume that these are fitted out in a similar manner so you should assume our recommendations apply to both male and female areas.</p> <p>Where multiple cubicles are provided to standard toilets it presents best practice to install an ambulant cubicle for people with ambulant mobility impairments. None are provided here.</p> <p>Ambulant cubicles are slightly larger than standard and incorporate an outward opening door and grab rails to either side of the pan.</p> <p>As this issue is located in pupil only area of the building we see little justification for any adjustments in the short term unless required by a particular pupil.</p> <p>It would be appropriate to undertake adjustments when a specific need is identified in consultation with the particular pupil or as part of a wholesale refurbishment of this area.</p>	<p>Provide pupil ambulant accessible toilet with age appropriate sanitaryware, grab-rails and fittings</p>	3R / 4	B
	2.5.2	Year 6 toilets			


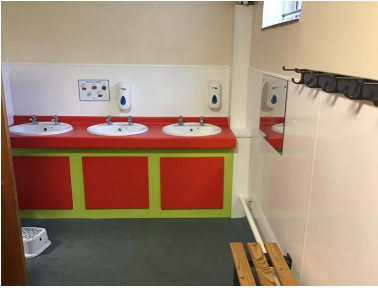
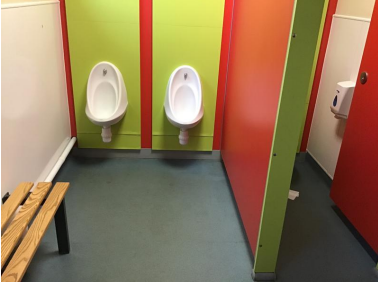
Photo	Item	Issues	Recommendations	P	£
	2.5.2.1	<p>The toilets are generally well designed. The lighting levels are adequate.</p> <p>The toilets are fitted with ergonomic brassware and fittings which will be easy to use by all.</p> <p>The sanitaryware and brassware achieve adequate colour and contrast against adjacent surfaces.</p>			
	2.5.3	Year 3 toilets			
	2.5.3.1	<p>The toilets are generally well designed. The lighting levels are adequate.</p> <p>The toilets are fitted with ergonomic brassware and fittings which will be easy to use by all.</p> <p>The sanitaryware and brassware achieve adequate colour and contrast against adjacent surfaces.</p>			
	2.5.4	Year 4 toilets			



Photo	Item	Issues	Recommendations	P	£
	2.5.4.1	<p>The toilets are generally well designed. The lighting levels are adequate.</p> <p>The toilets are fitted with ergonomic brassware and fittings which will be easy to use by all.</p> <p>The sanitaryware and brassware achieve adequate colour and contrast against adjacent surfaces.</p>			
	2.5.5	Year 5 toilets			
	2.5.5.1	<p>The toilets are generally well designed. The lighting levels are adequate.</p> <p>The toilets are fitted with ergonomic brassware and fittings which will be easy to use by all.</p> <p>The sanitaryware and brassware achieve adequate colour and contrast against adjacent surfaces.</p>			
	2.6	Accessible Toilets			
	2.6.1	General issues			
	2.6.1.1	<p>Where accessible toilets are provided we feel it essential that they comply as far as possible with best practice, otherwise you will be at significant risk of complaint or</p>			


Photo	Item	Issues	Recommendations	P	£
		claim and we have assessed your accessible toilets on this basis.			
	2.6.1.2	<p>The school has an accessible toilet designated for use by visitors and staff.</p> <p>It would not be appropriate for a disabled pupil to use this toilet.</p> <p>We therefore recommend that an accessible toilet is provided for pupils. It would be appropriate to consider this issue when a specific need is identified or at the time of next major refurbishment.</p> <p>Any new pupil wheelchair accessible or ambulant accessible cubicle should be fitted with age appropriate sanitaryware, grab-rails and fittings.</p>	Provide pupil accessible toilet, should a specific need be identified	3R / 4	E
	2.6.2	Visitor and staff accessible toilet			
	2.6.2.1	<p>The cubicle is poorly signed.</p> <p>It is important that disabled users can quickly locate an accessible toilet cubicle.</p>	Install additional signage to cubicle	2	A




Photo	Item	Issues	Recommendations	P	£
	2.6.2.2	The cubicle door achieves a clear width of around 870mm which should be adequate for all users.			
	2.6.2.3	The cubicle achieves clear dimensions of 2200mm deep by 2200mm wide which is in excess of current best practice guidelines.			
	2.6.2.4	The cubicle is set out in a corner layout designed for independent use. It is generally well detailed and should prove accessible to most users.			




Photo	Item	Issues	Recommendations	P	£
	2.6.2.5	A well contrasted toilet seat makes the pan easier to locate by someone with a visual or mental impairment.	Fit new well contrasted toilet seat	2	A
	2.6.2.6	A pull cord alarm is fitted but the cord does not extend to floor level putting it out of reach to someone who has fallen onto the floor.	Extend alarm cord to within 100mm of floor level	1	Zero
	2.6.2.7	Coat hooks are set out of reach of most wheelchair users.	Fit coat hook at 1050mm above floor level	2	A


Photo	Item	Issues	Recommendations	P	£
	2.6.2.8	A bin is set in the lateral transfer zone to the side of the WC pan obstructing manoeuvring and transfer by a wheelchair user.	Move bin clear of transfer zone and instruct cleaners accordingly	1	Zero
<p>2.7 Accessible Changing Rooms</p>					
<p>2.7.1 A hygiene room is designed to provide pupils with more complex needs with a comfortable environment for assisting changing.</p>					
<p>The size of a hygiene room will vary according to the required changing need. In all cases, clinical wash hand basins are required for staff with drying facilities, storage is required for belongings, cleaning products and staff PPE, the cubicle should be fitted with a panic alarm.</p>					
<p>In a primary school or early years setting, a simple hygiene room with an assisted WC and changing table with space for a mobile hoist may be sufficient.</p>					
<p>Where a pupil has more complex care</p>					

Photo	Item	Issues	Recommendations	P	£
		<p>needs and a greater degree of assistance from staff is required, a larger hygiene will be required. This may include a peninsular assisted WC, adjustable height basin, assisted shower position or shower bed trolley or changing table.</p> <p>A larger hygiene room will typically require a space of 3500mm deep x 4-5000mm wide.</p>			
	2.7.2	<p>The school currently has no hygiene room or any means of assisted changing for children with more complex care needs.</p>	<p>Fit a new hygiene room, should a specific pupil need be identified</p>	3R / 4	E
		<p>As a larger primary school which generally achieves a reasonable level of accessibility, we recommend that a hygiene room is provided should a specific pupil need be identified. The room should be designed to meet the specific needs of the pupil or pupils. A combined hygiene room with accessible toilet would avoid the need for separate cubicles.</p>			
	2.8	Meeting and Function Rooms			



Photo	Item	Issues	Recommendations	P	£
	2.8.1	<p>Subject to the arrangement of loose furniture, the principal meeting room generally achieves adequate circulation space in order that a wheelchair user can enter, turn and attend a meeting.</p> <p>We assume that the layout of loose furniture is set out to suit the specific attendees and can be adjusted as and when necessary.</p> <p>Lighting levels are adequate achieving 300lux min at the table level.</p>			
	2.8.2	<p>Given the size of the larger meeting room it may prove difficult for a hearing aid user to listen to or hear a speaker.</p> <p>Thus we recommend that a hearing loop is fitted to this room to aid communication.</p>	Fit hearing loop to main meeting room	2	A
2.9	Assembly Halls				




Photo	Item	Issues	Recommendations	P	£
	2.9.1	<p>The school hall is an open plan space which subject to the arrangement of loose furniture and equipment will be accessible to all users.</p>			
	2.9.2	<p>Lighting levels in the hall are generally adequate with lux levels at the desk surface of 400lux which exceeds current best practice.</p>			
	2.9.3	<p>Given the size of Hall it may prove difficult for a hearing aid user to listen to or hear a speaker.</p> <p>Thus we recommend that a hearing loop is fitted to this room to aid communication.</p> <p>As this issue is located in a public area of the building accessed by parents or visitors, we have given the issue a relatively high priority rating.</p>	Fit hearing loop to hall	2	B



Photo	Item	Issues	Recommendations	P	£
	2.9.4	<p>The school hall is used as a dining area at lunchtimes.</p> <p>The dining hall operates on a self-service basis. This will pose a significant barrier to a wheelchair, crutch or frame user as carrying a tray and manoeuvring may prove very difficult.</p> <p>There is no practical adjustment to overcome this issue. Thus we recommend that staff are instructed to offer table service to disabled users as and when necessary.</p>	Train staff to offer table service and assistance when necessary	1	Zero
	2.10	Library			
	2.10.1	<p>The Library is of an adequate size and achieves adequate manoeuvring space for a pupil with a mobility aid or wheelchair to access some or all of the space and resources, subject to the layout of loose furniture.</p>			




Photo	Item	Issues	Recommendations	P	£
	2.10.2	<p>Some shelves units are set over 1400mm above floor level, out of reach to most wheelchair users.</p> <p>We feel the only practical means of addressing this issue, is for staff to offer assistance as necessary.</p>	<p>Train staff to offer assistance to wheelchair users in accessing resources set on high shelves</p>	1	Zero
	2.10.3	<p>Lighting levels in the Library are inadequate with lux levels at the desk surface as low as 60lux.</p> <p>We recommend that the lighting is upgraded to achieve a minimum of 300lux at the desk surface.</p>	<p>Upgrade light levels to achieve a minimum of 300lux at the desk surface</p>	2	A
<p>2.11 Classrooms</p>					
	2.11.1	<p>The classrooms are generally of an adequate size and achieve adequate manoeuvring space for a pupil with a mobility aid or wheelchair to access some or all of the space and classroom resources, subject to the layout of loose furniture.</p>			


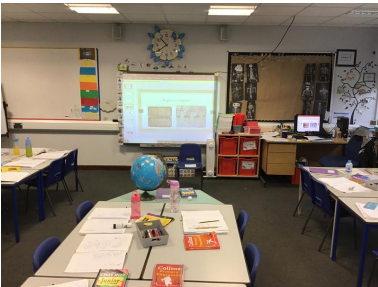
Photo	Item	Issues	Recommendations	P	£
	2.11.2	<p>Basins in the classrooms are fitted with knob type taps which will be difficult to grip and turn by someone with impaired dexterity to the hands.</p> <p>We recommend that all knob taps are replaced with lever type taps as part of ongoing maintenance /refurbishment or when a specific need is identified.</p> <p>As a minimum taps to accessible workstations should be fitted with lever type controls.</p>	Replace knob type taps with lever type taps	3R / 4	A
	2.11.3	<p>Given the size of the classrooms it may prove difficult for a hearing aid user to listen to or hear a teacher or speaker.</p> <p>We recommend a fixed hearing loop is fitted to aid communication with hearing aid users. Teaching staff should be trained in its use and pictogram signage fitted to identify the loop.</p> <p>It would be appropriate to address this issue reactively when a specific need is identified.</p>	Fit hearing loop to classrooms	4	A



Photo	Item	Issues	Recommendations	P	£
	2.11.4	<p>Lighting levels in the classrooms are generally adequate with lux levels at the desk surface of 400lux which exceeds current best practice.</p>			
	2.12	Offices			
	2.12.1	<p>The heads office space is generally well detailed achieving adequate manouvering space with good lights levels at the desk surface in excess of 300lux.</p> <p>This will allow all parents access to the head teacher.</p>			
	2.13	Signage and Wayfinding			
	2.13.1	<p>The school has limited internal wayfinding signage.</p> <p>This reflects the staff and pupils familiarity with the layout of the school. Visitors to the school are accompanied by staff.</p> <p>Considering the above and the relatively small size of the school, we see little</p>			




Photo	Item	Issues	Recommendations	P	£
	2.13.2	<p>justification for additional wayfinding signage.</p> <p>We do recommend that signage is fitted to identify key facilities such as toilets.</p>	Fit new signage to identify key facilities	2	A
2.14 Means of Escape					
	2.14.1	We are pleased to note that the fire alarm system appears to be fitted with combined sounder and beacons heads throughout so ensuring a deaf user is alerted in the event of fire.			
	2.14.2	We are pleased to note that accessible toilets appear to be fitted with beacons linked to the fire alarm to give additional warning to a hearing impaired user.			

Photo	Item	Issues	Recommendations	P	£
	2.14.3	As all areas are not served by fire alarm beacons or strobes you should ensure that fire marshals 'sweep' all areas in the event of fire in particular isolated areas such as toilets where a hearing impaired person is likely to be particularly vulnerable.	Instruct fire marshals to 'sweep' isolated areas in the event of fire	1	Zero
	2.14.4	If you employ or are planning to employ a disabled person and if you enrol or are planning to enrol a disabled pupil or student you should develop a specific plan to assist the individual in the event of fire.	Put PEEPs in place for disabled employees and pupils	4	Zero
		<p>These plans are commonly known as Personal Emergency Evacuation Plans (PEEPS).</p> <p>These should be devised in consultation with the individual and may include buddying systems whereby other staff members are allocated and trained to assist the individual in the event of fire. Items of equipment may also be required such as evacuation chairs for a wheelchair user or a pager linked to the fire alarm for a deaf person.</p> <p>Guidance on the preparation of a PEEP is usually available from your local fire</p>			



Photo	Item	Issues	Recommendations	P	£
 	2.14.5	<p>authority but many fire authorities publish their guidance online so it is readily available.</p> <p>The final exit doors to the School Hall are stepped externally.</p> <p>This will prevent an independent means of escape.</p> <p>From external ground level to internal finished floor level, the level change is approx. 150mm.</p> <p>Rather than fit a ramp with a level landing and handrail, we recommend external ground levels are re-graded at 1:21 or less to achieve a level threshold detail.</p>	Re-grade external ground levels at 1:21 or less to achieve a level threshold.	2	B
	3.0	Infant Building			
	3.1	Entrances			
	3.1.1	General issues			



Photo	Item	Issues	Recommendations	P	£
	3.1.1.1	<p>The entrance doors require excessive force to pull open of more than 40Newtons, as a result it will prove difficult for a user with impaired upper body strength to open these doors.</p> <p>Best practice recommends a maximum opening force of 30Newtons for the first 30 degrees of the door swing and 22.5Newtons thereafter.</p>	<p>Adjust door closers to achieve maximum 30Newtons opening force</p>	3M	A
	3.1.1.2	<p>The entrance doors are poorly manifested making them difficult to identify by a visually impaired user, putting him or her at risk of collision.</p> <p>Manifestation should be solid colour and be set at around 1500mm above floor level.</p>	<p>Apply manifestation to entrance doors</p>	2	A
	3.1.1.3	<p>The loose mats will pose a trip hazard to all but particularly a visually or mobility impaired person.</p>	<p>Remove loose mats</p>	2	Zero




Photo	Item	Issues	Recommendations	P	£
	3.1.1.4	<p>The entrance door handles are poorly contrasted against the door frames making them difficult to identify by a visually impaired person.</p> <p>New handles should be of a lever, bar or 'D' handle type and aim to achieve a 30 point difference in light reflectance value with the frame. Knob handles should be avoided.</p>	<p>Fit new well contrasted door handles</p>	3R / 4	A
	3.1.2	<p>Staff entrance</p>			
	3.1.2.1	<p>The entrance door achieves a clear width of 1050mm which exceeds current best practice standards so should be sufficient for all.</p>			
	3.1.2.2	<p>The entrance door threshold has an upstand of around 35mm making it difficult to pass by wheelchair users and posing a trip hazard to mobility and visually impaired users.</p> <p>In this setting this could be addressed by forming mortar fillets to either side of the existing threshold to make it easier to 'rollover'.</p>	<p>Fit mortar fillets to either side of existing threshold</p>	2	A




Photo	Item	Issues	Recommendations	P	£
	3.1.2.3	The ramp to the staff and hall entrance is generally well detailed achieving a suitable gradient with ergonomic handrails to either side, a reasonable width and what appears to be adequate lighting.			
	3.1.3	Year 2 rear entrance			
	3.1.3.1	The entrance doors achieve a clear width of at least 1000mm which exceeds current best practice standards so should be sufficient for all.			
	3.1.4	Year 2 front entrance			
	3.1.4.1	The entrance doors achieve a clear width of at least 1000mm which exceeds current best practice standards so should be sufficient for all.			



Photo	Item	Issues	Recommendations	P	£
	3.1.4.2	<p>The entrance door is stepped externally with an approximate level change of 150mm posing a barrier to a wheelchair user or those unable to manage steps.</p> <p>To avoid installing a ramp with handrails, the levels on the approach could be re-graded at a gradient of 1:21 or less in order to achieve a level threshold at the entrance door.</p> <p>As this issue is located in pupil only area of the building we see little justification for any adjustments in the short term unless required by a particular pupil.</p>	Re-grade external ground levels on the approach to the entrance door at a gradient of 1:21 or less in order to achieve a level threshold	3R / 4	B
	3.1.5 3.1.5.1	<p>Year 1 front entrance</p> <p>The entrance door is stepped externally with an approximate level change of 150mm posing a barrier to a wheelchair user or those unable to manage steps.</p> <p>To avoid installing a ramp with handrails, the levels on the approach could be re-graded at a gradient of 1:21 or less in order to achieve a level threshold at the entrance door.</p> <p>As this issue is located in pupil only area of the building we see little justification for</p>	Re-grade external ground levels on the approach to the entrance door at a gradient of 1:21 or less in order to achieve a level threshold	3R / 4	B



Photo	Item	Issues	Recommendations	P	£
	3.1.5.2	<p>any adjustments in the short term unless required by a particular pupil.</p> <p>The entrance doors achieve a clear width of at least 1000mm which exceeds current best practice standards so should be sufficient for all.</p>			
	3.1.6 3.1.6.1	<p>Year 1 rear entrance</p> <p>The entrance door is stepped externally with an approximate level change of 250mm posing a barrier to a wheelchair user or those unable to manage steps.</p> <p>In this instance the adjoining Year 1 classroom has a ramp. We therefore see little justification for adjustments in the short term. This issue could be dealt with by allocation of classrooms.</p>			




Photo	Item	Issues	Recommendations	P	£
	3.1.6.2	The existing ramp to Year 1 classrooms is generally well detailed achieving a suitable gradient with ergonomic handrails to either side, a reasonable width and what appears to be adequate lighting.			
	3.1.7	Reception entrance			
	3.1.7.1	The entrance doors achieve a clear width of at least 900mm which exceeds current best practice standards so should be sufficient for all.			
	3.1.7.2	The entrance door is stepped externally with an approximate level change of 200mm posing a barrier to a wheelchair user or those unable to manage steps.			
		In this instance the adjoining reception class has a ramp. We therefore see little justification for adjustments in the short term.			
	3.1.8	Second reception entrance			




Photo	Item	Issues	Recommendations	P	£
	3.1.8.1	The entrance doors achieve a clear width of at least 900mm which exceeds current best practice standards so should be sufficient for all.			
	3.1.8.2	The ramp is generally well detailed achieving a suitable gradient with ergonomic handrails to either side, a reasonable width and what appears to be adequate lighting.			
	3.2	Reception			
	3.2.1	The infant school does not have a reception. Visitors sign in at the staff entrance at the main hall.			



Photo	Item	Issues	Recommendations	P	£
	3.2.2	<p>The signing-in system is fitted at around 1700mm above floor level putting it out of reach of most wheelchair users.</p> <p>Best practice recommends that controls are installed within 1000-1200mm of floor level.</p>	<p>Lower touch screen so that all controls are within 1200mm of floor level</p>	2	A
<p>3.3 Horizontal Circulation</p>					
<p>3.3.1 General issues</p>					
	3.3.1.1	<p>The tonal contrast between the walls and floors is generally adequate. This will make it easier for a visually impaired person to navigate the circulation space.</p> <p>When redecorating or replacing flooring, you should aim to achieve a 30 point difference in light reflectance value of adjacent surfaces. Tonal contrast is far more important than colour contrast i.e. light on dark and vice versa.</p>			



Photo	Item	Issues	Recommendations	P	£
	3.3.2	<p>The ground floor corridors achieve an adequate width of at least 1200mm.</p> <p>Whilst the corridors do not have widened passing places suitable for wheelchair users, we consider the width adequate given the length of the corridors and likely frequency of use and 1600mm width.</p>			
	3.4	Internal Doors			
	3.4.1	General issues			
	3.4.1.1	<p>We tested a sample of the internal doors and found that, where fitted with self-closing devices, they generally require excessive force to pull open of more than 40Newtons making them difficult to open by a user with impaired upper body strength.</p> <p>Best practice recommends a maximum opening force of 30Newtons for the first 30 degrees of the door swing and 22.5Newtons thereafter.</p>	<p>Adjust self-closing devices to achieve maximum 30 Newtons opening force to internal doors</p>	3M	A




Photo	Item	Issues	Recommendations	P	£
	3.4.1.2	<p>The internal doors are generally well detailed with ergonomic ironmongery including tubular lever or pull handles.</p> <p>The doors along key circulation routes are fitted with full height vision panels to allow a wheelchair user to identify users approaching in the opposite direction.</p>			
	3.4.1.3	<p>Internal doors are generally adequately contrasted against wall surfaces, making the openings easier to identify by a visually impaired person.</p> <p>When redecorating wall surfaces, architraves or doors, a 30 point difference in light reflectance values of adjacent surfaces should be achieved. These values are readily available from paint suppliers.</p>			
					



Photo	Item	Issues	Recommendations	P	£
	3.4.2	<p>Double compartment doors achieve a clear width of only 760mm through a single leaf.</p> <p>This will make them very difficult to operate by many wheelchair users, thus in the longer term we recommend that these double door sets are replaced with door and a half sets to achieve a minimum 800mm clear width through a single leaf.</p> <p>We consider the doors to be within a reasonable margin of best practice standards and likely accessible by most wheelchair users. We find it unlikely it would be considered reasonable to widen the doors in the short term and suggest this issue be addressed when next replacing the door sets.</p>	<p>Enlarge doors to achieve a minimum 800mm clear width when next replacing the door sets</p>	3R / 4	Zero
	3.4.3	<p>The 1-2-1 room doors achieve a clear width of 780mm.</p> <p>Best practice now recommends that all internal doors achieve a clear width of at least 800mm. Clear width is measured between door stop and the face of the door when held open.</p> <p>As this issue is located in pupil only area</p>	<p>Enlarge door to achieve a minimum 800mm clear width when next replacing the door sets</p>	3R / 4	Zero



Photo	Item	Issues	Recommendations	P	£
		<p>of the building we see little justification for any adjustments in the short term unless required by a particular pupil.</p> <p>It would be appropriate to undertake adjustments when a specific need is identified in consultation with the particular pupil or as part of a wholesale refurbishment of this area.</p>			
	3.5 Standard Toilets				
	3.5.1 General issues				
	3.5.1.1 Our inspection was completed by an unaccompanied male surveyor so we did not access ladies toilets.				
		<p>However we assume that these are fitted out in a similar manner so you should assume our recommendations apply to both male and female areas.</p>			
	3.5.1.2 Where multiple cubicles are provided to standard toilets it presents best practice to install an ambulant cubicle for pupils with ambulant mobility impairments. None are provided here.	<p>Ambulant cubicles are slightly larger than standard and incorporate an outward opening door and grab-rails to either side</p>	Provide age appropriate ambulant cubicles in standard toilets	4	B



Photo	Item	Issues	Recommendations	P	£
		of the pan.			
		We recommend that age appropriate ambulant grab-rails are fitted in the standard pupil toilets at the time of next refurbishment or when a specific pupil need is identified.			
	3.5.2	Year 2 unisex pupil toilets			
	3.5.2.1	The toilets are generally well designed. The lighting levels are adequate.			
		The toilets are fitted with ergonomic brassware and fittings which will be easy to use by all.			
		The sanitaryware and brassware achieve adequate colour and contrast against adjacent surfaces.			
	3.5.3	Year 1 unisex pupil toilets			
	3.5.3.1	The toilets are generally well designed. The lighting levels are adequate.			
		The toilets are fitted with ergonomic brassware and fittings which will be easy to use by all.			
		The sanitaryware and brassware achieve			

Photo	Item	Issues	Recommendations	P	£
		adequate colour and contrast against adjacent surfaces.			
	3.5.4 Unisex staff toilet				
	3.5.4.1	Based on an anecdotal test the water temperature appears excessively hot. Some disabled users will be at increased risk of scalding due to a lack of sensitivity to the hands such as an elderly person with arthritis.	Check hot water is thermostatically controlled and fit TMV or thermo tap as necessary	3R / 4	A
		Best practice recommends a maximum temperature of 43 degrees.			
	3.5.4.2	Basins are fitted with knob taps which will prove difficult to grip and turn by someone with impaired dexterity to the hands such as an elderly person with arthritis to the hands.	Replace knob taps with lever taps	3R / 4	A


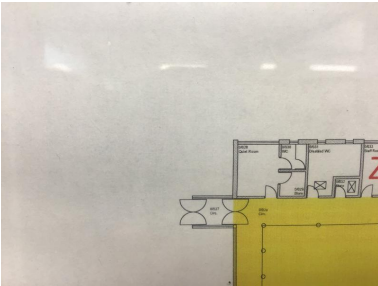

Photo	Item	Issues	Recommendations	P	£
	3.5.4.3	<p>The sanitaryware and fittings are poorly contrasted making them difficult to identify by a visually impaired user.</p> <p>This should be addressed when next refurbishing this area.</p>	<p>Improve contrast of sanitaryware and fittings</p>	3R	Zero
	3.5.4.4	<p>The staff toilets are currently accessed directly from the Woodland 1-2-1 teaching and medical room.</p> <p>We do not consider this arrangement appropriate. We recommend that the staff toilets are relocated.</p> <p>By converting the adjacent store access to staff toilets could be provided from the entrance area and main hall.</p>	<p>Relocate staff toilets</p>	2	D
	3.5.5	<p>Reception unisex pupil toilets</p> <p>3.5.5.1 The toilets are generally well designed. The lighting levels are adequate.</p> <p>The toilets are fitted with ergonomic brassware and fittings which will be easy to use by all.</p> <p>The sanitaryware and brassware achieve</p>			



Photo	Item	Issues	Recommendations	P	£
	<p>3.6 Accessible Toilets</p>	<p>adequate colour and contrast against adjacent surfaces.</p>			
	<p>3.6.1 General issues</p>				
	<p>3.6.1.1 Where accessible toilets are provided we feel it essential that they comply as far as possible with best practice, otherwise you will be at significant risk of complaint or claim and we have assessed your accessible toilets on this basis.</p>				
	<p>3.6.2 Staff and visitor accessible toilet</p>				
	<p>3.6.2.1 The cubicle door opens inwards and thus there is a risk of the door becoming blocked if a user falls against it.</p>	<p>In this instance it is practical to simply re-hang the door to open outwards.</p>	<p>Re-hang door to open outwards</p>	<p>2</p>	<p>A</p>




Photo	Item	Issues	Recommendations	P	£
	3.6.2.2	The cubicle achieves clear dimensions of 3500mm deep by 1700mm wide which is in excess of current best practice guidelines.			
	3.6.2.3	The cubicle is set out in a corner layout designed for independent use. It is generally well detailed and should prove accessible to most users.			
	3.6.2.4	An additional vertical grab rail should be fitted to the WC pan.	Fit additional vertical grab rail	2	A




Photo	Item	Issues	Recommendations	P	£
	3.6.2.5	A bin is set in the lateral transfer zone to the side of the WC pan obstructing manoeuvring and transfer by a wheelchair user.	Move bin clear of transfer zone and instruct cleaners accordingly	1	Zero
	3.6.2.6	Coat hooks are set out of reach of most wheelchair users.	Fit coat hook at 1050mm above floor level	2	A
	3.6.2.7	The radiator is not a low surface temperature unit so if a user falls against it there is a risk of burning.	Fit LST cover to radiator	2	A
<h3>3.7 Assembly Halls</h3>					




Photo	Item	Issues	Recommendations	P	£
	3.7.1	The school hall is an open plan space which subject to the arrangement of loose furniture and equipment will be accessible to all users.			
	3.7.2	Lighting levels in the hall are generally adequate with lux levels at the floor surface of 700lux which exceeds current best practice.			
	3.7.3	<p>Given the size of the hall, it will prove difficult for a hearing aid user to listen to or hear a teacher or speaker.</p> <p>We recommend a fixed hearing loop is fitted to aid communication with hearing aid users.</p> <p>Teaching staff should be trained in its use and pictogram signage fitted to identify the loop at the entrance.</p> <p>As parents and visitors will have access</p>	Fit hearing loop to hall and provide signage at entrance	2	B



Photo	Item	Issues	Recommendations	P	£
	3.7.4	<p>to this area of the school, we recommend this issue is addressed in the short term.</p> <p>The school hall is used as a dining area at lunchtimes.</p> <p>The dining hall operates on a self-service basis. This will pose a significant barrier to a wheelchair, crutch or frame user as carrying a tray and manoeuvring may prove very difficult.</p> <p>There is no practical adjustment to overcome this issue. Thus we recommend that staff are instructed to offer table service to disabled users as and when necessary.</p>	Train staff to offer table service and assistance when necessary	1	Zero
	3.8	<p>Classrooms</p>			
	3.8.1	<p>The classrooms are generally of an adequate size and achieve adequate manoeuvring space for a pupil with a mobility aid or wheelchair to access some or all of the space and classroom resources, subject to the layout of loose furniture.</p>			


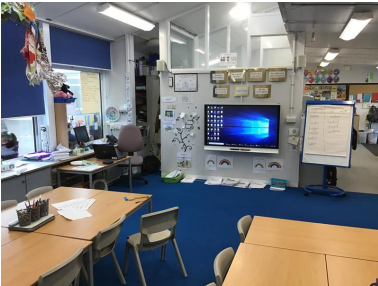
Photo	Item	Issues	Recommendations	P	£
	3.8.2	<p>Lighting levels in the classrooms are generally adequate with lux levels at the desk surface of 600lux which exceeds current best practice.</p>			
	3.8.3	<p>Given the size of the classrooms it may prove difficult for a hearing aid user to listen to or hear a teacher or speaker.</p> <p>We recommend a fixed hearing loop is fitted to aid communication with hearing aid users. Teaching staff should be trained in its use and pictogram signage fitted to identify the loop.</p> <p>It would be appropriate to address this issue reactively when a specific need is identified.</p>	Fit hearing loop to classrooms	4	A
	3.9	Signage and Wayfinding			
	3.9.1	<p>The school has limited internal wayfinding signage.</p> <p>This reflects the staff and pupils familiarity with the layout of the school. Visitors to the school are accompanied by staff.</p>			



Photo	Item	Issues	Recommendations	P	£
		<p>Considering the above and the relatively small size of the school, we see little justification for additional wayfinding signage.</p>			
	3.10	Means of Escape			
	3.10.1	<p>We are pleased to note that the fire alarm system appears to be fitted with combined sounder and beacons heads throughout so ensuring a deaf user is alerted in the event of fire.</p>			
	3.10.2	<p>We are pleased to note that all toilets appear to be fitted with beacons linked to the fire alarm to give additional warning to a hearing impaired user.</p> <p>Ideally this would extend throughout the building with all sirens supplemented with beacons or strobes.</p>			
	3.10.3	<p>As all areas are not served by fire alarm beacons or strobes you should ensure that fire marshals 'sweep' all areas in the event of fire in particular isolated areas such as toilets where a hearing impaired</p>	<p>Instruct fire marshals to 'sweep' isolated areas in the event of fire</p>	1	Zero

Photo	Item	Issues	Recommendations	P	£
	3.10.4	<p>person is likely to be particularly vulnerable.</p> <p>if you enrol or are planning to enrol a disabled pupil or student you should develop a specific plan to assist the individual in the event of fire.</p> <p>These plans are commonly known as Personal Emergency Evacuation Plans (PEEPS).</p> <p>These should be devised in consultation with the individual and may include buddying systems whereby other staff members are allocated and trained to assist the individual in the event of fire. Items of equipment may also be required such as evacuation chairs for a wheelchair user or a pager linked to the fire alarm for a deaf person.</p> <p>Guidance on the preparation of a PEEP is usually available from your local fire authority but many fire authorities publish their guidance online so it is readily available.</p>	Put PEEPs in place for disabled employees and pupils	4	Zero



Photo	Item	Issues	Recommendations	P	£
	3.10.5	<p>The final exit door to the Hall is stepped externally.</p> <p>This will prevent an independent means of escape.</p> <p>From external ground level to internal finished floor level, the level change is approx. 150mm.</p> <p>We recommend that a ramp with a level landing and well contrasting handrail is fitted which will ensure an independent means of escape for all users.</p>	Fit a ramp with a level landing and well contrasting handrail.	2	B
	3.10.6	<p>The final exit door to the second reception classroom achieves a clear width of less than 600mm making it very difficult to pass by a wheelchair user.</p> <p>There are 2 alternative means of escape. We suggest that you review this strategy with your Fire Risk Assessor.</p>	Review escape route with Fire Risk Assessor	2 / EXP	A
<p>3.11 Accessible Changing Rooms</p>					


Photo	Item	Issues	Recommendations	P	£
	3.11.1	<p>The hygiene room or assisted changing cubicle achieves clear dimensions of 2200mm deep by 1800mm wide.</p> <p>The cubicle is accessed from and is combined with the staff and visitor accessible toilet. We do not consider this appropriate.</p> <p>We recommend that the assisted changing room is relocated.</p> <p>The existing staff toilet and store room in front of it and Woodland room could be remodelled to create a new hygiene room.</p>	Relocate hygiene room	2	E
<p>4.0 Generic Site Wide Issues</p>					
<p>4.1 Staff Training and Awareness</p>					
	4.1.1	<p>In our experience the ability of front line staff to recognise a disability and to be able to communicate with disabled users in a positive and respectful manner can help to overcome many physical barriers to access and help to mitigate the risk of complaint and claim.</p> <p>Thus the provision of disability etiquette and awareness training to your front line</p>	Provide disability awareness and etiquette training to front line staff	2	A

Photo	Item	Issues	Recommendations	P	£
		staff is a key element in ensuring your accessible service delivery.			
	4.2	Web/Written Information			
	4.2.1	In order that users can make an informed decision on the suitability of your facilities it presents best practice to provide details of your building in advance.	Produce Accessibility Guide	2	A
		A simple statement including key dimensions and, in some instances, photographs of key elements will give users sufficient information to decide for themselves whether your facilities are suitable.			
		Key elements could include; accessible parking provision;, entrances;, toilet facilities;, hearing loops and other aids; and PEEPS procedures.			
		You should also seek to highlight particular barriers to access or site specific procedures which in this case would include the gradient and pathway length to the Junior School.			
		You should avoid statements such as 'fully accessible bedroom' or 'wheelchair accessible entrance' and simply provide factual information to allow guests to			

Photo	Item	Issues	Recommendations	P	£
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make their own decision.

Ideally this information should be available on your website as well as forming part of any booking, invitation or registration process.

For detailed guidance refer to Visit England website.

F Useful Organisations

Useful Organisations

Equality and Human Rights Commission

EHRC

3 More London

Riverside

Tooley Street

London

SE1 2RG

Tel: 0845 604 6610

Textphone: 0845 604 6620

Web: www.equalityhumanrights.com

RADAR - Royal Association for Disability and Rehabilitation

12 City Forum

250 City Road

London EC1V 8AF

Tel: 020 7250 3222

Fax: 020 7250 0212

Minicom: 020 7250 4119

Royal National Institute for the Blind

RNIB Customer Services

PO Box 173

Peterborough PE2 6WS

Tel: 0845 702 3153 - for the price of a local call

Minicom 0845 -58 56 91

Fax. 01733-37 15 55

RNIB Helpline

Tel. 0845-766 99 99 (UK Helpline callers only)

Tel. 020-7388 1266 (switchboard/overseas callers)

Fax. 020-7388 2034

Interpreters available

Textphone users call via Typetalk 0800-51 51 52

Action For Hearing Loss

Head Office

1-3 Highbury Station Road,

London,

N1 1SE

Tel: 020 7359 4442

Textphone: 020 7296 8001

Information Line

Tel: 0808 808 0123 (freephone)

Textphone: 0808 808 9000 (freephone)

SMS: 0780 000 0360

E-Mail: informationonline@hearingloss.org.net

Disabled Living Foundation

380 - 384 Harrow Road

London.

W9 2HU

Tel: 0845 130 9177

Minicom 0870 603 9176

email: info@dlf.org.uk

Web: www.dlf.org.uk

G Glossary of Terms

Glossary of Terms

Ambulant	Disabled person who can walk.
BSL	British Sign Language
CIBSE	Chartered Institution of Building Service Engineers
Coir Matting	Matting formed from coconut fibres
Corduroy Landing	Ribbed floor surface which gives warning to visually impaired person as to the position of stairs.
Door Furniture	Door handles, Knobs etc
DTLR	Department for Transport, Local Government and the Regions
Embossed	Symbols or lettering which stands proud of a surface
Gradient	Slope of a ramp or other surface
Induction/ Hearing Loop	Device which converts your voice into a radio or infra-red signal and transmits this direct to a person's hearing aid, or separate receiver, where it is converted back to sound.
Inductive Coupler	In simple terms, an induction loop fitted to a phone.
Illuminance	The light projected onto a surface measured in Lux.
Lever Furniture	Door Handles
Manifestation	Marking to make an object or feature more visible i.e. marking to a glass door or window.
Nosing	Edge of a step tread
Open riser steps	Steps where there is no material in-filling the gap between treads
Rollover Threshold	Door threshold plate with gently sloping edges to allow easy passage by a wheelchair user.



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Project
Management



Planning
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Building
Surveying



Disabled Access
Consultancy