

Accessibility Policy & Plan



Woodcote Primary
School

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Woodcote Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. Reference should also be made to other relevant policies and School Development Plan actions linked to Individual Needs
4. The Accessibility Plan will contain relevant actions to:
 - a. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - b. Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - c. Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. The School's complaints procedure covers the Accessibility Plan. The Plan will be monitored by the Governors responsible for premises and Health & Safety & inclusion and then discussed and reported at full governing body meetings.
7. The Plan will be monitored by Ofsted as part of their inspection cycle.
8. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Appendix 1 Audits and Actions

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...3....

Block...KS1..... Date of survey.....09.01.2019.....

F - DOORS			
	<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 	<ul style="list-style-type: none"> • Visual • Auditory • Comprehension 	
Consider each question from the perspective of each type of disability:			
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
F01. Do the doors serve a functional/safety purpose? (delete)	Y		Fire doors / compartmentation
F02. Can they be readily distinguished?	Y		
F03. If glass, are they visible when shut?	Y		
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		N	Inspection panels only
F05. Does the clear opening width permit wheelchair access?	Y		
F06. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	Y		Some classroom layouts would make entry difficult
F07. Is any door furniture/handle at a height for standing/sitting use? (delete)	Y		Standing
F08. Are door/handles clearly distinguished?	Y		
F09. Can the door furniture/handles be easily operated/grasped? (delete)	Y		
F10. If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?		N	
(b) delay-action closure?	Y		
(c) slow-action closure?	Y		
(d) minimum closure pressure?		N	
F11. Is door/mechanism function checked regularly?	Y		Weekly checks – fire safety

ACCESS AUDIT CHECKLIST: Sheet ...2.. of ...3....

Block...KS2 including expansion block..... Date of survey.....09.01.2019.....

<p>F - DOORS</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension <p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
F010. Do the doors serve a functional/safety purpose? (delete)	Y		Fire doors / compartmentation
F011. Can they be readily distinguished?	Y		
F012. If glass, are they visible when shut?	Y		
F013. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		N	Inspection panels only. Glass screens fitted to expansion block classroom / corridor wall
F014. Does the clear opening width permit wheelchair access?	Y		
F015. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	Y		Some classroom layouts would make entry difficult
F016. Is any door furniture/handle at a height for standing/sitting use? (delete)	Y		Standing
F017. Are door/handles clearly distinguished?	Y		
F018. Can the door furniture/handles be easily operated/grasped? (delete)	Y		
F12. If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?		N	
(b) delay-action closure?	Y		
(c) slow-action closure?	Y		
(d) minimum closure pressure?		N	
F13. Is door/mechanism function checked regularly?	Y		Weekly checks – fire safety

ACCESS AUDIT CHECKLIST: Sheet ...3.. of ...3....

Block...Woodies..... Date of survey.....09.01.2019.....

	Y	N	Notes
<p>F - DOORS</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension <p>Consider each question from the perspective of each type of disability: Tick the Y or N column as appropriate and add notes if necessary A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
F019. Do the doors serve a functional/safety purpose? (delete)	Y		Fire doors / compartmentation
F020. Can they be readily distinguished?	Y		
F021. If glass, are they visible when shut?	Y		
F022. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		N	Inspection panels only.
F023. Does the clear opening width permit wheelchair access?	Y		
F024. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	Y		
F025. Is any door furniture/handle at a height for standing/sitting use? (delete)	Y		Standing
F026. Are door/handles clearly distinguished?	Y		
F027. Can the door furniture/handles be easily operated/grasped? (delete)	Y		
F14. If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?		N	
(b) delay-action closure?	Y		
(c) slow-action closure?	Y		
(d) minimum closure pressure?		N	
F15. Is door/mechanism function checked regularly?	Y		Weekly checks – fire safety

ACCESS AUDIT CHECKLIST: Sheet ...2.. of ...4....

Block KS1..... Date of survey...09.01.2019.....

<p>C – ENTRANCES, INCLUDING RECEPTION</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	Y		
C02. If glass is it visible when closed?	Y		
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	Y		
C04. Does it have a level or flush threshold, and a recessed matwell? (delete)	Y		Slight lip to threshold but chamfered edge
C05. Is there visibility through the door/way from both sides at standing and seated levels? (delete)		N	Glazed upper panel
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	Y		
C07. Can the door furniture be used at both standing and seated height? (delete)	Y		Access control pad easily accessed
C08. Can it be easily grasped and operated?	Y		
C09. If the door has a closer mechanism does it have:	Y		
(a) delayed closure action?	Y		
(b) slow-action closer?	Y		
(c) minimal closure pressure?		N	
C10. If the door is power-operated does it have visual and tactile information?		N	No tactile information
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y		Access control pad is easily accessed
C12. If there is a lobby, do the inner and outer doors meet the same criteria?			N/A Clear uninterrupted corridor
C13. Do lobby layouts enable all users to clear one door before going through the next?			N/A Clear uninterrupted corridor

C14.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		N	Obtain quotes
C15.	Does the lighting installation take account of the needs of visually disabled people?	Y		Lots of natural light – LED strip lights throughout
C16.	Are floor surfaces:			
	(a) slip-resistant, even when wet?	Y		Carpeted throughout
	(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	Y		
	(c) firm for wheelchair manoeuvre?	Y		
C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		
C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
C19.	Is it fitted with an induction loop?		N	
C20.	If public telephone is available (say at reception, is it, and its instructions):			N/A
	(a) at a height suitable for all users?			N/A
	(b) equipped with inductive coupling?			N/A
C21.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		N	No tactile signage Obtain quotes

General notes to block:

KS1 may be accessed by authorised personnel by way of an access controlled door situated adjacent to the frontal carpark. A tarmac pathway leads to the doorway with a slight gradient which is suitable for double buggies and wheelchair users.

ACCESS AUDIT CHECKLIST: Sheet ...3.. of ...4....

Block KS2 including expansion block..... Date of survey...09.01.2019.....

C – ENTRANCES, INCLUDING RECEPTION <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
Consider each question from the perspective of each type of disability: Tick the Y or N column as appropriate and add notes if necessary A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
C010. Is the door clearly distinguishable from the facade?	Y		
C011. If glass is it visible when closed?	Y		
C012. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	Y		
C013. Does it have a level or flush threshold, and a recessed matwell? (delete)	Y		Several doorways allow for uninterrupted entrance
C014. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	Y		Glazed doors fitted throughout
C015. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	Y		
C016. Can the door furniture be used at both standing and seated height? (delete)	Y		Access control pad easily accessed
C017. Can it be easily grasped and operated?	Y		
C018. If the door has a closer mechanism does it have:	Y		
(a) delayed closure action?	Y		
(b) slow-action closer?	Y		
(c) minimal closure pressure?		N	??
C22. If the door is power-operated does it have visual and tactile information?		N	No tactile information Obtain quotes
C23. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y		Access control pad is easily accessed
C24. If there is a lobby, do the inner and outer doors meet the same criteria?			N/A Clear uninterrupted corridor

C25.	Do lobby layouts enable all users to clear one door before going through the next?			N/A Clear uninterrupted corridor
C26.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		N	Obtain quotes
C27.	Does the lighting installation take account of the needs of visually disabled people?	Y		Lots of natural light – LED lights throughout
C28.	Are floor surfaces:			
	(a) slip-resistant, even when wet?	Y		Carpeted throughout with exception of corridors which feature Altro flooring. Altro floors may become slippery when wet.
	(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	Y		
	(c) firm for wheelchair manoeuvre?	Y		
C29.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		Bonded seams and 4mm thresholds fitted to differing surfaces
C30.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
C31.	Is it fitted with an induction loop?		N	Available at main reception
C32.	If public telephone is available (say at reception, is it, and its instructions):			N/A
	(a) at a height suitable for all users?			N/A
	(b) equipped with inductive coupling?			N/A
C33.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		N	No tactile signage Obtain quotes

General notes to block:

The expansion block built by Willmott Dixon is of a modular design and incorporates 8 classrooms in a 2 storey configuration. This has a manually operated double door leading to the 1st floor. The access control pad is situated on a low level post designed for wheelchair users.

The main building of KS2 has several doorways offering access all of which are controlled with security entry pads. The area also features push bar fire doors which may also be used. Any doors fitted with threshold strips are chamfered and set as low as practicable.

Clear pathways lead to the different entry points of the building.

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...4....

Block...Main reception..... Date of survey...09.01.2019.....

<p>C – ENTRANCES, INCLUDING RECEPTION</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
C019. Is the door clearly distinguishable from the facade?	Y		
C020. If glass is it visible when closed?	Y		
C021. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	Y		Automatic sliding doors
C022. Does it have a level or flush threshold, and a recessed matwell? (delete)	Y		
C023. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	Y		Fully glazed
C024. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	Y		Double sliding doors
C025. Can the door furniture be used at both standing and seated height? (delete)			NA – fully automatic operation
C026. Can it be easily grasped and operated?			NA – fully automatic operation
C027. If the door has a closer mechanism does it have:	Y		
(a) delayed closure action?	Y		
(b) slow-action closer?	Y		
(c) minimal closure pressure?	Y		
C34. If the door is power-operated does it have visual and tactile information?		N	No tactile information Obtain quotes
C35. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y		
C36. If there is a lobby, do the inner and outer doors meet the same criteria?	Y		
C37. Do lobby layouts enable all users to clear one door before going through the next?	Y		
C38. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		N	Obtain quotes

C39. Does the lighting installation take account of the needs of visually disabled people?	Y		Lots of natural light – integrated down lighters throughout
C40. Are floor surfaces:			
(a) slip-resistant, even when wet?	Y		Carpeted throughout
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	Y		
(c) firm for wheelchair manoeuvre?	Y		
C41. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		
C42. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
C43. Is it fitted with an induction loop?		N	I think it is
C44. If public telephone is available (say at reception, is it, and its instructions):			N/A
(a) at a height suitable for all users?			N/A
(b) equipped with inductive coupling?			N/A
C45. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		N	No tactile signage Obtain quotes

General notes to block:

Main reception area built by Morgan Sindall and completed August 2012. As part of a major amalgamation / expansion project, the centrally located reception is accessed by a smooth resin bonded pathway leading to a well lit reception area fitted with automatic sliding doors.

ACCESS AUDIT CHECKLIST: Sheet ...4.. of ...4....

Block Woodies..... Date of survey...09.01.2019.....

<p>C – ENTRANCES, INCLUDING RECEPTION</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
C028. Is the door clearly distinguishable from the facade?	Y		
C029. If glass is it visible when closed?	Y		
C030. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	Y		Two fire exits allow for easy access from the outside area.
C031. Does it have a level or flush threshold, and a recessed matwell? (delete)	Y		
C032. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	Y		Glazed doors fitted throughout
C033. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	Y		
C034. Can the door furniture be used at both standing and seated height? (delete)	Y		Access control pad easily accessed
C035. Can it be easily grasped and operated?	Y		
C036. If the door has a closer mechanism does it have:	Y		
(a) delayed closure action?	Y		
(b) slow-action closer?	Y		
(c) minimal closure pressure?		N	?
C46. If the door is power-operated does it have visual and tactile information?		N	No tactile information Obtain quotes

C47. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y		Doors fitted to the office and kitchen have access control. Neither suitable for wheelchair users due to the step. Fire exits have no access control and offer easy access.
C48. If there is a lobby, do the inner and outer doors meet the same criteria?			Clear from the fire exit doors only
C49. Do lobby layouts enable all users to clear one door before going through the next?			N/A
C50. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		N	Obtain quotes
C51. Does the lighting installation take account of the needs of visually disabled people?	Y		Lots of natural light – LED lights throughout
C52. Are floor surfaces:			
(a) slip-resistant, even when wet?	Y		Carpet and Altro safety flooring fitted
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	Y		
(c) firm for wheelchair manoeuvre?	Y		
C53. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		Bonded seams and 4mm thresholds fitted to differing surfaces
C54. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
C55. Is it fitted with an induction loop?		N	Available in main reception
C56. If public telephone is available (say at reception, is it, and its instructions):			N/A
(a) at a height suitable for all users?			N/A
(b) equipped with inductive coupling?			N/A
C57. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		N	No tactile signage Obtain quotes

General notes to block:

Woodies nursery is based on a conversion of what used to be the caretakers house.

Two access controlled doors for authorised staff lead to the office and kitchen spaces. These both have significant steps and may prove to be difficult for wheelchair users. Two aluminium fire exits are situated on the frontal elevation accessed via the outdoor play area. This features a low gradient ramp for ease of access.

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...3....

Block...KS1..... Date of survey...09.01.2019.....

<p>H – FIXTURES AND FITTINGS</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?		N	
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?		N	
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?		Y	Additional drinking fountains to be added Spring 2019
H04. Is it possible for people with disabilities to serve as volunteers?		Y	
H05. Are all fittings readily distinguishable from their background?		Y	
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?		Y	All low level with good clearance
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?		Y	Staff always available to assist
H08. In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		N	N/A
H09. Are all relevant locations clearly signed?		Y	

ACCESS AUDIT CHECKLIST: Sheet ...2.. of ...3....

Block...KS2..... Date of survey...09.01.2019.....

<p>H – FIXTURES AND FITTINGS</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?		N	
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?		N	
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?		Y	Additional drinking fountains to be added Spring 2019
H04. Is it possible for people with disabilities to serve as volunteers?		Y	
H05. Are all fittings readily distinguishable from their background?		Y	
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?		Y	All low level with good clearance
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?		Y	Staff always available to assist
H08. In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		N	N/A
H09. Are all relevant locations clearly signed?		Y	

ACCESS AUDIT CHECKLIST: Sheet ...3. of ...3....

Block...Woodies..... Date of survey...09.01.2019.....

H – FIXTURES AND FITTINGS <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
Consider each question from the perspective of each type of disability: Tick the Y or N column as appropriate and add notes if necessary A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?		N	
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?		N	
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?		Y	No vending machines – access to water with adult supervision only
H04. Is it possible for people with disabilities to serve as volunteers?		Y	
H05. Are all fittings readily distinguishable from their background?		Y	
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?		Y	All low level with good clearance
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?		Y	Staff always available to assist
H08. In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		N	N/A
H09. Are all relevant locations clearly signed?		Y	

D – HORIZONTAL MOVEMENT AND ASSEMBLY			
	<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 	<ul style="list-style-type: none"> • Visual • Auditory • Comprehension 	
Consider each question from the perspective of each type of disability:			
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		In all cases
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	Y		
D04. Is turning space available for w.ch. users?	Y		In all areas
D05. Do natural and artificial lighting avoid glare and silhouetting?	Y		Combination of natural and LED light
D06. Are there visual clues for orientation?	Y		
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	Y		Carpeted – short pile
(b) avoid light reflection and sound reverberation?	Y		
D08. Do textured surfaces convey useful information for people with impaired vision?		N	Obtain quotes
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	Y		FRA compliant 05.18
D10. Are there tactile signs and information for those with impaired vision?		N	Obtain quotes
D11. Is the maintenance of these items checked regularly?	Y		
D12. Is lighting designed to meet a wide range of needs?	Y		
D13. Is sufficient circulation space allowed for wheelchair users?	Y		
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		Daily routines

D15.	Are seating arrangements/spaces suitable for use by people with visual disabilities?			Not sure
D16.	Are all areas for assembly/meeting equipped with an induction loop system?	N		No T loop funtion
D17.	If the use of an induction loop system is precluded is an infra-red system in place?			N/A
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?			N/A
D19.	Are telephones fitted with inductive loop couplers?	Y		Reception office
D20.	Is a minicom available for use by people with hearing disabilities?		N	

ACCESS AUDIT CHECKLIST: Sheet ...2. of ...3....

Block...KS2 including expansion block..... Date of survey...09.01.2019.....

D – HORIZONTAL MOVEMENT AND ASSEMBLY			
	<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 	<ul style="list-style-type: none"> • Visual • Auditory • Comprehension 	
Consider each question from the perspective of each type of disability:			
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
D010. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		In all cases
D011. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
D012. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	Y		
D013. Is turning space available for w.ch. users?	Y		In all areas
D014. Do natural and artificial lighting avoid glare and silhouetting?	Y		Combination of natural and LED light
D015. Are there visual clues for orientation?	Y		
D016. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	Y		Carpeted – short pile & Altro flooring
(b) avoid light reflection and sound reverberation?	Y		Altro floor has satin finish
D017. Do textured surfaces convey useful information for people with impaired vision?		N	Obtain quotes
D018. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	Y		FRA compliant 05.18
D21. Are there tactile signs and information for those with impaired vision?		N	Obtain quotes
D22. Is the maintenance of these items checked regularly?	Y		
D23. Is lighting designed to meet a wide range of needs?	Y		
D24. Is sufficient circulation space allowed for wheelchair users?	Y		
D25. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		Daily routines

D26.	Are seating arrangements/spaces suitable for use by people with visual disabilities?			Not sure
D27.	Are all areas for assembly/meeting equipped with an induction loop system?	N		No T loop funtion
D28.	If the use of an induction loop system is precluded is an infra-red system in place?			N/A
D29.	Is the functioning and operation of the induction loop or infra-red system checked regularly?			N/A
D30.	Are telephones fitted with inductive loop couplers?		N	Obtain quotes
D31.	Is a minicom available for use by people with hearing disabilities?		N	

D – HORIZONTAL MOVEMENT AND ASSEMBLY			
	<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 	<ul style="list-style-type: none"> • Visual • Auditory • Comprehension 	
Consider each question from the perspective of each type of disability:			
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
D019. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		In all cases
D020. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
D021. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	Y		
D022. Is turning space available for w.ch. users?	Y		In all areas
D023. Do natural and artificial lighting avoid glare and silhouetting?	Y		Combination of natural and LED light
D024. Are there visual clues for orientation?	Y		
D025. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	Y		Carpeted – short pile & Altro flooring
(b) avoid light reflection and sound reverberation?	Y		Altro floor has satin finish
D026. Do textured surfaces convey useful information for people with impaired vision?		N	Obtain quotes
D027. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	Y		FRA compliant 05.18
D32. Are there tactile signs and information for those with impaired vision?		N	Obtain quotes
D33. Is the maintenance of these items checked regularly?	Y		
D34. Is lighting designed to meet a wide range of needs?	Y		
D35. Is sufficient circulation space allowed for wheelchair users?	Y		
D36. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		Daily routines

D37.	Are seating arrangements/spaces suitable for use by people with visual disabilities?			Not sure
D38.	Are all areas for assembly/meeting equipped with an induction loop system?	N		No T loop funtion
D39.	If the use of an induction loop system is precluded is an infra-red system in place?			N/A
D40.	Is the functioning and operation of the induction loop or infra-red system checked regularly?			N/A
D41.	Are telephones fitted with inductive loop couplers?		N	Obtain quotes
D42.	Is a minicom available for use by people with hearing disabilities?		N	

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE			
	<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 	<ul style="list-style-type: none"> • Visual • Auditory • Comprehension 	
Consider each question from the perspective of each type of disability:			
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)	Y		Photo luminescent strips
E02. Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)	Y		In all areas
E03. Is any level change clearly lit?	Y		Emergency light compliant
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	Y		In all areas
E05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	Y		Including 1 st floor corridor
E06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?	Y		Library area to POD classes – Altro non slip floor.
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	Y		
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?		N	Not required
E09. Are steps available as an alternative to any ramp or ramped surface?	Y		In all areas
E10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)? (delete)	Y		Access to KS1 via Wessex lift. Expansion block fitted with DDA lift
E11. Platform Lift (delete)			
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)	Y		Low level controls

(b) Is the platform adequate for wheelchair use and manoeuvre.	Y		DDA compliant – fitted 18.17
(c) In the event of a power failure does the platform return to lower level?	Y		Wessex lift has hydraulic controls. Expansion block has electrical motor override and manual override facility.
(d) Is the equipment maintained and its operation checked regularly?	Y		Service contract with manufacturers
Stairlift (delete)		N	
(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)			N/A
(b) Is the platform adequate for wheelchair use and manoeuvre?			N/A
(c) Is approach convenient and safe at all appropriate landings? (delete)			N/A
(d) Does the stairlift have a 'Soft-Start' action?			N/A
(e) When not in use is the platform powered to fold away to avoid obstruction?			N/A N/A
(f) In the event of a power failure does the platform return to lower level?			N/A N/A
(g) Is the equipment maintained and its operation checked regularly?			N/A
Lift			
(a) Is the lift's location clearly defined by visual and tactile information? (delete)	Y		No tactile signage
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)	Y		
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?	Y		Stannah passenger lift
(d) Does the lift door open widely enough for wheelchair user access?	Y		
(e) Does door operation allow slow entry and exit?	Y		Door sensors

(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer? (delete)	Y		Passenger lift
(g) Does the car have appropriate support rails?			
(h) Are the lift car controls. inc. emergency call, located within reach of all users and with visual and tactile information?	Y		No tactile information
(i) Is there audible floor indication?	Y		
(j) Is the lift an 'Evacuation Lift? (see section J – MEANS OF ESCAPE)		N	
(k) Is the lift regularly maintained and its functional operation routinely checked?	Y		Lifts maintained by manufacturers

ACCESS AUDIT CHECKLIST: Sheet ...1.. of 1.....

Block...Main entrance Dunsfold Rise..... Date of survey...09.01.2019.....

<p>A - APPROACH and CAR PARKING</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	Y		
A02. Is the building within convenient distance of public transport?	Y		Good bus service
A03. Is the building within convenient distance of car parking?	Y		Two disabled parking bays allocated close to reception pathway
A04. Is the route clearly marked/found?	Y		Large signage throughout
A05. Is the route free of kerbs?	Y		Dropped kerbs where necessary
A06. Is the surface smooth and slip resistant?	Y		Paved, tarmac resin bonded
A07. Is the route wide enough?	Y		
A08. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	Y		
A09. Is it adequately lit?	Y		External lighting throughout
A10. Is it identified by visual, audible and tactile information?		N	Standard signage only Obtain quotes
A11. Is there car parking for people with reduced mobility?	Y		Two allocated bays
A12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Y		
A13. Is the car parking as near the entrance as possible?	Y		
A14. Is the car parking area suitably surfaced?	Y		Free drainage black paviors
A15. Is the route to the building kept free of snow, ice and fallen leaves?	Y		Seasonal routines in place
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	Y		Level to main reception

General notes to block:

The main entrance to the school is accessed via Dunsfold Rise. A wide pavement runs alongside to two wide pedestrian gates and an automated vehicle gate which leads directly to the carpark.

The carpark area was rebuilt as part of the school expansion project during 2017 being completed December of that year. Pathways are all well lit and offer easy access throughout the estate.

ACCESS AUDIT CHECKLIST: Sheet ...2.. of 3....

Block KS1 Date of survey.....09.01.2019.....

<p>J – MEANS OF ESCAPE</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system? (delete)	Y		Visible only by way of LED illumination to activated device
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Y		
J03. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)		N	All Ground level
J04. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		N	Obtain quotes
J05. If refuges are available are they equipped with 'carry chairs'?		N	Obtain quotes
J06. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y		Policy created 2018 – Staff require training
J07. Is the evacuation strategy checked regularly for its effectiveness?	Y		Will be reviewed annually as a minimum
J08. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	Y		Daily routines
J09. Are all fire warning devices and detectors checked routinely and regularly?	Y		Weekly fire alarm / access control checks

ACCESS AUDIT CHECKLIST: Sheet ...1.. of 3....

Block KS2 including Expansion block..... Date of survey.....09.01.2019.....

<p>J – MEANS OF ESCAPE</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system? (delete)	Y		Visible only by way of LED illumination to activated device
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Y		Year 4 corridor dbl exit leads to external steps?
J03. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)	Y		Possible but no current provision
J04. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	Y		Expansion Block 1 st Floor only
J05. If refuges are available are they equipped with 'carry chairs'?		N	Obtain quotes
J06. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y		Policy created 2018
J07. Is the evacuation strategy checked regularly for its effectiveness?	Y		Will be reviewed annually as a minimum
J08. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	Y		Daily routines
J09. Are all fire warning devices and detectors checked routinely and regularly?	Y		Weekly fire alarm / access control checks

ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...3....

Block...KS1..... Date of survey...09.01.2019.....

<p>G - LAVATORIES</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
G01. Is WC provision made for people with disabilities?	Y		
G02. Do all lavatory areas have slip-resistant floors?	Y		Altro anti slip
G03. Are they easy to distinguish by colour contrast from walls?	Y		
G04. Are all fittings readily distinguishable from their background?	Y		
G05. Are all door fittings/locks easily gripped and operated?	Y		
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Y		Designated disabled toilet
G07. Is provision made for wheelchair users? If so:	Y		Designated disabled toilet
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	Y		
G09. Is the location clearly signed?	Y		
G10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
G11. Are the door fittings/locks and light switches easily reached and operated?	Y		
G12. Is there an emergency call system and is someone designated to respond?	Y		
G13. Can the emergency call system be operated from floor level?	Y		
G14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	Y		
G15. Are the fittings arranged to facilitate these manoeuvres?	Y		
G16. Are handwashing and drying facilities within reach of someone seated on the WC?	Y		
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		Lever tap
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		

G19. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	Y		No impediment
G20. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?		N	Obtain quotes

ACCESS AUDIT CHECKLIST: Sheet ...2.. of ...3....

Block...KS2 including expansion block..... Date of survey...09.01.2019.....

G - LAVATORIES <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
Consider each question from the perspective of each type of disability: Tick the Y or N column as appropriate and add notes if necessary A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
G010. Is WC provision made for people with disabilities?	Y		
G011. Do all lavatory areas have slip-resistant floors?	Y		Altro anti slip
G012. Are they easy to distinguish by colour contrast from walls?	Y		
G013. Are all fittings readily distinguishable from their background?	Y		
G014. Are all door fittings/locks easily gripped and operated?	Y		
G015. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Y		Designated disabled toilets
G016. Is provision made for wheelchair users? If so:	Y		Designated disabled toilets
G017. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	Y		
G018. Is the location clearly signed?	Y		
G21. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
G22. Are the door fittings/locks and light switches easily reached and operated?	Y		
G23. Is there an emergency call system and is someone designated to respond?	Y		
G24. Can the emergency call system be operated from floor level?	Y		
G25. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	Y		
G26. Are the fittings arranged to facilitate these manoeuvres?	Y		
G27. Are handwashing and drying facilities within reach of someone seated on the WC?	Y		
G28. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		
G29. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		

G30. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	Y		No impediment
G31. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	Y		Expansion block offers 2 and main building offers a 3rd

ACCESS AUDIT CHECKLIST: Sheet ...3.. of ...3....

Block...KS2 including expansion block..... Date of survey...09.01.2019.....

<p>G - LAVATORIES</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
G019. Is WC provision made for people with disabilities?		N	
G020. Do all lavatory areas have slip-resistant floors?	Y		Altro anti slip
G021. Are they easy to distinguish by colour contrast from walls?	Y		
G022. Are all fittings readily distinguishable from their background?	Y		
G023. Are all door fittings/locks easily gripped and operated?	Y		
G024. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	N		Adult supervision offered at all times
G025. Is provision made for wheelchair users? If so:	N		Adult supervision offered at all times. Staff toilet and wet room provided but no handrail fitted
G026. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	Y		
G027. Is the location clearly signed?	Y		
G32. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
G33. Are the door fittings/locks and light switches easily reached and operated?	Y		
G34. Is there an emergency call system and is someone designated to respond?	N		Obtain quotes
G35. Can the emergency call system be operated from floor level?	N		Obtain quotes
G36. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)		N	Wash room would not allow a wheelchair to turn without assistance
G37. Are the fittings arranged to facilitate these manoeuvres?	Y		
G38. Are handwashing and drying facilities within reach of someone seated on the WC?	Y		

G39. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		
G40. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		
G41. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)		N	Wet room used as store room. Clear
G42. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?		N	Obtain quotes

ACCESS AUDIT CHECKLIST: Sheet1. of ...3....

Block...KS1..... Date of survey...09.01.2019.....

I - INFORMATION <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
Consider each question from the perspective of each type of disability: Tick the Y or N column as appropriate and add notes if necessary A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
I01. Is the building equipped to provide hearing assistance?		N	Research options
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?			Not sure – vast majority is LED lit
I03. Is there a tactile plan or diagram of the building?		N	Obtain quotes
I04. Are there large-print versions of information about the building/activities available?		N	
I05. Is there 'braille' information available for people with visual disabilities?		N	
I06. Is there an 'audio' version of information about the building available?		N	
I07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?			Not Sure
I08. Where a payphone is provided does it have a hearing aid coupler?		N	No pay phone
I09. Are all relevant locations clearly signed?	Y		

ACCESS AUDIT CHECKLIST: Sheet2. of ...3....

Block...KS2 including expansion block..... Date of survey...09.01.2019.....

I - INFORMATION		<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 		<ul style="list-style-type: none"> • Visual • Auditory • Comprehension 	
<p>Consider each question from the perspective of each type of disability: Tick the Y or N column as appropriate and add notes if necessary A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>					
		Y	N	Notes	
I01.	Is the building equipped to provide hearing assistance?		N	Investigate options	
I02.	Does lighting installation of the building take into account the needs of people with visual disabilities?			Not sure – vast majority is LED lit	
I03.	Is there a tactile plan or diagram of the building?		N	Obtain quotes	
I04.	Are there large-print versions of information about the building/activities available?		N		
I05.	Is there 'braille' information available for people with visual disabilities?		N		
I06.	Is there an 'audio' version of information about the building available?		N		
I07.	Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?			Not Sure	
I08.	Where a payphone is provided does it have a hearing aid coupler?		N	No pay phone	
I09.	Are all relevant locations clearly signed?	Y			

ACCESS AUDIT CHECKLIST: Sheet3. of ...3....

Block...Woodies Nursery..... Date of survey...09.01.2019.....

I - INFORMATION <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
Consider each question from the perspective of each type of disability: Tick the Y or N column as appropriate and add notes if necessary A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
I01. Is the building equipped to provide hearing assistance?		N	Investigate options
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?			Not sure – vast majority is LED lit
I03. Is there a tactile plan or diagram of the building?		N	Obtain quotes
I04. Are there large-print versions of information about the building/activities available?		N	
I05. Is there 'braille' information available for people with visual disabilities?		N	
I06. Is there an 'audio' version of information about the building available?		N	
I07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?			Not Sure
I08. Where a payphone is provided does it have a hearing aid coupler?		N	No pay phone
I09. Are all relevant locations clearly signed?	Y		

ACCESS AUDIT CHECKLIST: Sheet ...3.. of 3....

Block Woodies Nursery Date of survey.....09.01.2019.....

<p>J – MEANS OF ESCAPE</p> <ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity <ul style="list-style-type: none"> • Visual • Auditory • Comprehension 			
<p>Consider each question from the perspective of each type of disability:</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system? (delete)	Y		Visible only by way of LED illumination to activated device
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Y		Ramp to play area if required
J03. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)		N	All Ground level
J04. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		N	
J05. If refuges are available are they equipped with 'carry chairs'?		N	
J06. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y		Policy created 2018 – Staff require training
J07. Is the evacuation strategy checked regularly for its effectiveness?	Y		Will be reviewed annually as a minimum
J08. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	Y		Daily routines
J09. Are all fire warning devices and detectors checked routinely and regularly?	Y		Weekly fire alarm / access control checks

Woodcote Primary School Accessibility Plan 2019

Improving the environment at Woodcote Primary School

Audit Ref.	Area	Action	Timescales	Intended Outcomes
C.14, 21,22,26,33,34,38,46,50,57 D.10,21,32, A.10,	Signage	Obtain quotes	Costings ready for budget setting 2019 Spending plan to be devised against highest priorities	Improved wayfinding particularly at transition points
C.45, I.03	Tactile map	Obtain quotes		Improved wayfinding particularly at transition points
D.08,17,26,	Textured surfaces at points of change	Obtain quotes		Improved wayfinding particularly at transition points
D.30,41,	Induction couplers on phones	Obtain quotes		Improved communication access for those with hearing impairment
J.04	Signed refuge areas	Investigate		Improved evacuation and safety for those with physical disabilities
J.05	Evac chairs	Obtain quotes		
G.20	Ensure at least 1 each standard left and right sided approach WC	Obtain quotes		Improved access for wheelchair users
I01	Hearing assistance	Research options		Improved communication access for those with hearing impairment
G.34	Emergency call system WC	Obtain quotes		Improved evacuation and safety for those with physical disabilities
G.41	Access wet room	Clear stored items	ASAP	Facilities available at all times

Woodcote Primary School Accessibility Plan 2019

Improving Curriculum Access at Woodcote Primary School

Target	Strategy	Success Criteria	Lead	Intended Outcomes
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Inclusion Team	Increase in access to the curriculum
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	All staff/Inclusion Team	Increase in access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	HE/Inclusion Manager	Increase in access to all school activities for all disabled pupils
Classrooms are organised to promote the participation and independence of all pupils	Review and implement example layouts of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Teaching Staff and Inclusion Team	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Inclusion Team and SLT	Greater awareness of issues relating to social environment
Appropriate use of specialised equipment to benefit individual pupils and staff	e.g. Laptops/IPads for word processing for pupils with recording difficulties – with specific training; Adjustable stools for staff. Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Gofrontrow portable system for hearing impaired. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Braille machine. Staff trained as appropriate.	Greater number of barriers to learning reduced Increased awareness of the adaptations that can be made for learners	Inclusion Team and SLT	Increased access to learning

Woodcote Primary School Accessibility Plan 2019

Improving the Delivery of written information at Woodcote Primary School

Target	Strategy	Success Criteria	Lead	Intended Outcomes
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Office/SLT/ Inclusion team	Delivery of information to disabled pupils and their parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Office/SLT/ Inclusion team	Delivery of school information to pupils & parents with visual impairment improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials	All school information available for all who request it parents with visual difficulties improved.	Office/SLT/ Inclusion team	Increase in access to all school activities for all disabled pupils
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Inclusion team	School is more effective in meeting the needs of pupils.

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