



Kym Allan Safeguarding, Health & Safety Consultants Ltd.
3-4 Citadel Row
CARLISLE CA3 8SQ
Telephone: 01228 210152
Fax No: 01228 210153
www.kymallanhsc.co.uk



INGLEWOOD NURSERY & INFANT SCHOOL

ACCESS AUDIT REPORT & DRAFT ACCESSIBILITY PLAN

21 March 2020

Reviewed 04 September 2023

Prepared by Barbara Ross, Consultant

Kym Allan Safeguarding, Health and Safety Consultants Ltd.

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Background

The purpose of an access audit is to assess the suitability of a building for use by people who have physical, sensory, or mental impairments.

Following the audit, deficiencies in the building design may emerge. Further investigation will be required to identify and prioritise potential solutions and costs. It is recommended that managers consult specialists in building design and access for advice on the most appropriate solutions.

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

The report will:

- identify necessary adjustments in the service provided to disabled staff, pupils and visitor's to the school in order to meet the requirements of the Equality Act 2010, BS8300 (Design of buildings and their approaches to meet the needs of disabled people - Code of practice) and Parts M and K of the Building Regulations.
- provide the first "reasonable step" to prioritising and improving disabled access to the school and to the services it provides as indicated in current legislation.
- consider the current management and organisation of the building and the service it provides in order to achieve maximum accessibility for all users.
- inform the setting's Accessibility Plan and/or the objectives identified in the School Single Equality Scheme. It will also help to identify issues which may be included in future refurbishment, regular maintenance and budget planning for substantial capital costs.
- support bids and applications for consent for alterations, extensions and new builds in compliance with Parts M and K of the Building Regulations.
- assist application for Lottery, Government funding and other grants available to schools and other settings.

Dimensions used are generally taken from Part M (Access to and Use of Buildings) and Part K (Protection from falling, collision and impact) of The Building Regulations 2013 edition and should be seen as minimum requirements.

The Built Environment

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

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

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

The Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation into one overarching piece of legislation governing the need for all reasonable steps to be taken to adapt the workplace for disabled people and to ensure that as far as is reasonable, the service being provided is not run in a way which makes it unreasonably difficult or even impossible for a disabled person to use.

The first step towards meeting the requirements of the Act is for education providers to carry out a thorough evaluation of their premises. The way forward is to treat inadequacies in an access audit not as problems but as challenges and opportunities for positive change.

Introduction & General Site Information

- This access audit report and draft accessibility plan was carried out at Inglewood Community Nursery & Infant School on Thursday, 21 March 2018 by Barbara Ross, Consultant from Kym Allan Safeguarding, Health & Safety Consultants Ltd.
- Further upgrading and/or development work identified in this survey to improve accessibility will be subject to applicable listed building, planning, conservation and building control approval and designed in line with current Buildings Regulations and British Standards as appropriate.
- Inglewood Community Nursery & Infant School is a larger than average sized primary school.
- Constructed in the 1960's - brick internal and external walls - with additional extensions and internal modifications to date. Separate portacabin housing 'Little Fawns' pre-school service.
- External areas and outdoor space comprise a mix of hard surfaced playground and grassed areas surrounding the school buildings.
- Age range: 2 – 7yrs.
- Number of pupils: 280 FTE.
- Number of pupils regarded as disabled under the terms of DDA: 11
- All pupils participate fully in school life and are involved and participate in educational trips, visits to other schools, sports events and other curricular activities off school site.
- There is a privately-operated wrap around care facility – before and after school – from 7.30am to 6.00pm. The care is provided for pupils of Inglewood Community Nursery & Infant School and other surrounding primary schools.
- The general public attend parent's evenings, school performances and other events that are organised by the school. No other 'formal' lettings take place.
- Transport to site is either on foot, private transport or service bus (public transport). The service bus stop is nearby but would require a short walk to the school site.
- The nearest train station in Carlisle city centre, 3 miles from school site. Onward transit to the school site by taxi or private vehicle would be required.

Scope

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

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

This audit report covers:

- Car parking and approach
- Routes and external level change including ramps and steps
- Entrance including reception
- Corridor and assembly area
- Vertical movement and internal level change including lifts, internal ramps, stairs and doors
- Access to and in spaces for staff, pupils and potential visitor's
- WC provision for all users
- Signs and information
- Means of escape

For further details and guidance refer to the following documents: The Equality Act 2010, BSI British Standard 8300:2009 – Design of buildings and their approaches to meet the needs of disabled people – Code of practice, Building Regulations Approved Document M (2015 edition) - Access to and use of buildings and Building Regulations Approved Document Part K (2013 edition) - Protection from falling, collision and impact.

The audit report includes findings and recommendations with suggested priorities/timescales.

Suggested priorities/timescales are as follows:

- **1.** Within one month – immediate action is recommended to put changes into effect.
- **2.** Within 6 months – where action is recommended within the short term to alleviate an access problem.
- **3.** Within one year – where action is recommended to improve access.
- **4.** As funds allow, if individual pupil/staff requirement or implemented as part of a long-term plan.

DRAFT ACCESSIBILITY PLAN



School/Building:	Inglewood Community Nursery & Infant School		
Address:	School Road, Carlisle. Cumbria. CA1 3LX		
Auditor:	Barbara Ross, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	Date of Survey:	21 March 2020

Suggested priorities/timescales for completion are as follows:

1. Within one month – immediate action is recommended to put changes into effect.	2. Within 6 months – where action is recommended within the short term to alleviate an access problem.	3. Within one year – where action is recommended to improve access.	4. As funds allow, if individual pupil/staff requirement or implemented as part of a long-term plan.
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AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
Checklist A - CAR PARKING AND APPROACH					
	Parking	<p>Parking has been provided on school site with 10+ carparking spaces.</p> <p>There is one parking space reserved for people with reduced mobility, near to the school building entrance and clearly marked and spaced out. Provide clear sign posting – the sign on the wall says 'NO PARKING STAFF ONLY' - and ensure that the space is only used by people who have a blue badge.</p> <p>After parking a vehicle, a disabled person needs to be made aware of the accessible route - identified in the sign posting above - away from the parking space to the accessible entrance to the building. The route should be suitably surfaced, be a minimum width of 1.5m and quite separate from any vehicle/vehicle route.</p> <p>A designated setting down/picking up point suitable for disabled could be provided outside the main site entrance clearly marked out and sign posted. Contact Cumbria County Council Highways Department to discuss implications and funding.</p>	<p>N/A</p> <p>3</p> <p>4</p> <p>4</p>		
	Approach and routes to main building entrance	The route from the main site entrance to the main building entrance is flat (gradient not steeper than 1:20), free from kerbs	N/A		

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		<p>and quite separate from vehicle/vehicle route.</p> <p>If a designated setting down/picking up point suitable for disabled – see above - could be provided, then improvements to the pedestrian route would also need to be considered due to the gradient and kerb.</p>	4		
	External lighting & signage to entrance	<p>External lighting along main external routes - from the main site entrance and from designated/general parking spaces - could be improved to help with orientation during darkness. Consider design and positioning to avoid reflection, glare, shadows and silhouette.</p> <p>The route to the building entrance has some clear signposting but future improvements to school signage, including information and directional, should include car parking arrangements (including reserved car parking availability) and directional arrows for school reception and Little Fawns.</p> <p>Signage should be in recommended size (depending on reading distance), colour contrast (light text on dark background) and sans-serif font and be provided at site entrance and on route to building entrance.</p>	<p>3</p> <p>4</p> <p>To Note</p>		
	Surfaces of approach	The surface of approach to the main entrance into the school is in good order and free from potholes and loose gravel.	N/A		
	Street and grounds furniture/ ironmongery	<p>The main routes to building entrance are clear from projecting hazards.</p> <p>The lever handle on the gates to the main site and Little Fawns entrances/pedestrian entrance would be difficult to open by an independent wheelchair user and/or person with limited mobility/dexterity. When replacing gates consider lowering and revising ironmongery for ease of use by all.</p> <p>Colour and texture changes, planter chosen for colours and scent and tapping rail would also help in orientation.</p>	<p>N/A</p> <p>4</p> <p>4</p>		

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Checklist B - ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS					
	External ramps	<p>There is no ramp to the main building entrance. To allow independent access for all wheelchair users to change level and have access into the main building entrance consider constructing a permanent external ramp to meet the requirements of the Building Regulations 2010.</p> <p>Steps should also be available as these are preferred by many ambulant disabled people.</p> <p>If a permanent ramp (or re-graded levels) cannot be constructed in the short term, consider providing a portable ramp to steps.</p> <p>Vertical movement in/out of main building entrance could also be achieved by external powered means lift. A full survey by lift manufacturer would determine suitability and obstacles with installation.</p> <p>For other external ramps into the building, other than main building entrance, see Checklist M for recommendations.</p>	<p>3</p> <p>To Note</p> <p>2</p> <p>4</p> <p>SEE CHECKLIST M</p>		
	External steps	<p>The steps to the main entrance could be improved as follows:</p> <ul style="list-style-type: none"> • colour contrasted handrail to both sides, • visual and tactile warnings at the top and bottom of the steps. <p>Remove loose mat at bottom of steps that can buckle and curl.</p> <p>External steps from car park to the main entrance should have visual and tactile warnings at the top and bottom of each flight and at least one colour contrasted (matt) handrail.</p> <p>For other external steps into the building, other than main building entrance, see Checklist M for recommendations.</p>	<p>3</p> <p>1</p> <p>3</p> <p>SEE CHECKLIST M</p>		
Checklist C – ENTRANCES, INCLUDING RECEPTION					
	Entrance doors and thresholds	Improve colour contrast between entrance doors, architrave and handles.	1		

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		<p>Lower the facility to summon help to be position at least 750mm and not more than 1200mm above ground by the main entrance door. Highlight the facility clearly with colour contrasted (matt) sign.</p> <p>Check door mechanism and alter to help reduce opening/closing pressure on door.</p> <p>When replacing main entrance door in the future redesign to provide automatic door if possible, with clear width opening of up to 1000mm and threshold of no more than 15mm.</p>	<p>2</p> <p>1</p> <p>4</p>		
	Reception areas inc. desks, seating and lighting	<p>A portable induction loop should be purchased for the use of hearing-impaired visitors and display the sign to indicate the facility is available.</p> <p>In future developments design reception desk/point that is suitable for approach and use by standing and seated position.</p> <p>Improve natural and/or artificial lighting (to achieve illuminance of at least 100 lux at floor level) and consider design/position to avoid reflection, glare, shadows and silhouette.</p> <p>Furniture, floors, walls, doors and ceilings should be colour contrasted (matt) when updating during routine maintenance programme.</p> <p>Acoustic absorbency of materials and texture of surfaces should be considered in future maintenance and capital projects.</p> <p>Undertake regular checks to entrance foyer/reception/waiting area to clear any surplus/stored/delivered items.</p>	<p>3</p> <p>4</p> <p>3</p> <p>4</p> <p>4</p> <p>1</p>		
	Signs	<p>Improve audio, visual and digital information and directional signs supported by tactile information (such as an accessible map) for people progressing to other parts of the building and include wayfinding/location of accessible toilet facilities. Use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans-serif font. Further guidance; https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/148500/Wayfinding.pdf</p>	2		

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		The information and signs should be at a height that allows accessibility for all.	2		
Checklist D – CORRIDOR, STAIRWELL AND ASSEMBLY AREA					
	Lateral circulation, width of corridors	Most of the circulation and corridor spaces would be suitable for wheelchair users to manoeuvre and someone to stand aside. A minimum clear width of 2400mm is preferable along all corridors.	To Note		
	Obstructions and projections in corridors	Ensure furniture and surplus equipment is not left in corridors or assembly points.	1		
	Internal directional signs	Provide directional signs supported by tactile information (such as an accessible map) for people progressing to other parts of the building; include wayfinding/location of accessible toilet facilities.	2		
	Lighting, floor surfaces and tonal contrasts of surfaces	<p>Improve natural and/or artificial lighting (to achieve illuminance of at least 100 lux at floor level) and consider design/position to avoid increasing reflection, glare, shadows and silhouette.</p> <p>Floors, walls, doors and ceilings should be colour contrasted (matt), acoustic absorbency materials and texture of all surfaces should be considered during routine maintenance or refurbishment/capital programme.</p>	4 4		
Checklist E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (LIFTS)					
	Passenger lifts (fully enclosed)	None installed.	N/A		
	Platform lift (partially enclosed)	None installed.	N/A		
	Wheelchair lift (fold away)	None installed.	N/A		
	Chair lift (transfer)	None installed.	N/A		
Checklist F - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL RAMP)					
	Internal ramps	No internal ramps.	N/A		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
Checklist G - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL STAIRS)					
	Internal stairs	<p>Provide colour contrasted (matt) step edge nosing to define the edge of the step from Nursery (main) to outside door (to external covered sand/play area).</p> <p>Stairs (x3 sets) along Reception corridor, stairs (x3 sets) along Dining/Year 2 corridor and stairs from hall to dining could be improved as follows:</p> <ul style="list-style-type: none"> • signs to indicate wayfinding/location at each floor level/flight, • approach to stairs identified by colour contrasted (matt) textured/tactile floor surface, • appropriate colour contrasted (matt) handrail on each side, • improve natural and/or artificial lighting (to achieve illuminance of at least 100 lux at floor level) and consider design/position to avoid reflection, glare, shadows and silhouette, <p>Vertical movement between all floor levels could be achieved by powered means lift - fold to wall platform or wheelchair. A full survey by lift manufacturer would determine suitability and obstacles with installation. This could allow inside circulation and access to all levels and facilities in this building.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p>		
Checklist H - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL DOORS)					
	Internal doors	<p>Although some internal doors were compliant all internal doors should be reviewed in the future and a programme introduced, if structurally allowed, to improve the following:</p> <ul style="list-style-type: none"> • a vision panel (minimum zone of visibility between 500mm and 1500mm) to classroom and corridor doors, • minimum clear width of door leaf of at least 750mm, • at least 300mm clear unobstructed space between leading edge of single leaf door and the return wall, • door handles replaced with easy grip 'D' type handles at a height suitable for both standing and seated users, • colour contrast (matt) between door/architrave and door furniture. 	<p style="text-align: center;">4</p>		

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		<p>Priority review to be given to door(s) from Nursery to Reception central corridor, Food Technology Room and double doors from hall to dining hall.</p> <p>Undertake regular checks to ensure proper functioning of all doors, ironmongery and closer mechanisms correct opening/closing pressure action.</p>	<p>3</p> <p>1</p>		
Checklist I - SPACES FOR STAFF, PUPILS AND OTHERS					
	Access to and in classrooms	<p>Future development of individual classrooms should include the following considerations:</p> <ul style="list-style-type: none"> • wet areas/classroom sinks to have lever taps sink and colour contrasted (matt) splashback/surfaces, • tables and chairs to have soft edges and include rubber soled feet, • high frequency controllable lighting, • blinds to reduce glare (and ensure cord length is no lower than 1.5m above the ground and fitted with a cord breakaway device), • carpet/soft vinyl flooring, • colour contrast (matt) between furniture, seating and flooring. <p>Adaptations required for specific SEND pupils will need to be assessed on an individual basis.</p>	<p>4</p> <p>To Note</p>		
	Access to and in staff room	<p>Future development of staff room should include the following:</p> <ul style="list-style-type: none"> • kitchen/sink areas to have lever taps and colour contrasted (matt) splashback/surfaces, • high frequency controllable lighting, • colour contrast (matt) between furniture, seating, walls and flooring. <p>Adaptations required for individual members of staff who have a disability will need to be assessed on an individual basis.</p>	<p>4</p> <p>To Note</p>		
	Access to and in dining areas/ assembly hall/entertainment spaces	<p>Ensure all surplus furniture and equipment is removed from dining area, assembly/sports hall.</p> <p>Improve artificial lighting (to maintained illuminance of 350 lux</p>	<p>1</p> <p>4</p>		

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		<p>level) and consider design/position to avoid reflection, glare, shadows and silhouette.</p> <p>An induction loop/ hearing enhancement system should be considered for installed in assembly halls, performance and spectator spaces to improve the audio for those with hearing problems.</p> <p>If the school governors lease out premises to be used by other parties in the future then as landlord they will need to consider the implications of the Equality Act 2010 and ensure that a disabled person is not treated less favourably than a non-disabled person when gaining access to the site, building or using the school facilities.</p>	<p>4</p> <p>To Note</p>		
	Accessibility of control systems - dining areas/ assembly hall/entertainment spaces	Clearly identify accessible switches, handles, emergency 'break-glass', door exit and other controls by colour contrast when upgrading decoration. Lower height of controls to at least 750mm and not more than 1200mm above ground level.	4		
	Seating and furniture - dining areas/ assembly hall/entertainment spaces	<p>Ensure that tables and chairs have rubber soles and furniture, seating and flooring is colour contrasted in future programmes.</p> <p>Space out seating and provide clear spaces for individual with limited mobility or wheelchairs in audience seating.</p>	<p>4</p> <p>4</p>		
	Changing/bathroom facilities	<p>There is changing/shower facility in Nursery wheelchair accessible WC. The shower facility has not been adapted to allow disabled people to use the facility independently. Consider improving the facility in the future.</p> <p>There is a shower facility in Reception (F) WC's. The shower facility has not been adapted to allow disabled people to use the facility independently. Full redesign would be required to improve the facility to allow disabled people to use the facility independently.</p> <p>Consider providing unisex wheelchair-accessible changing and shower facility in future developments.</p> <p>Remove surplus furniture, equipment and personal belongings from these spaces to allow independent use.</p>	<p>4</p> <p>4</p> <p>4</p> <p>1</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>(extension),</p> <ul style="list-style-type: none"> acoustic absorbency materials and texture of surfaces considered. <p>Future development of Reception, Year 1 (M & F) WC's, Year 2 (M&F) WC's and Little Fawns WC's would also benefit from:</p> <ul style="list-style-type: none"> improved signage, colour contrasted (matt) walls, fittings, ironmongery and surfaces, flush easy grip/operated, acoustic absorbency materials and texture of surfaces considered. 	4		
Checklist K - WC PROVISION – WHEELCHAIR ACCESSIBLE – STANDARD LAYOUT					
	Wheelchair accessible	<p>An individual WC in Nursery is wheelchair accessible. Future development of accessible WC provision would also benefit from:</p> <ul style="list-style-type: none"> improved signage (inc. location from entrance), colour contrasted (matt) finish walls, doors, fittings, ironmongery and surfaces, acoustic absorbency of materials and texture of surfaces considered, provide emergency call system and ensure someone is designated to respond. <p>An individual WC in Little Fawns is wheelchair accessible. Future development of accessible WC provision would also benefit from:</p> <ul style="list-style-type: none"> improved signage (inc. location from entrance), colour contrasted (matt) finish walls, doors, fittings, ironmongery and surfaces, acoustic absorbency of materials and texture of surfaces considered, ensure someone is designated to respond to emergency call system. <p>Undertake regular checks to ensure WC is always free from surplus equipment and obstructions inside and outside to allow independent usage.</p> <p>Other than the above there is no wheelchair accessible WC</p>	<p>2</p> <p>2</p> <p>1</p> <p>2</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>provision throughout the school building. At least one accessible WC should be located as near to the main school building entrance as possible. If space allows consider including changing and shower facility.</p> <p>Future developments should include wheelchair accessible WC facilities in other areas of the school including pupil WC provision.</p>	4		
Checklist L – SIGNS, INFORMATION AND SITE MAINTENANCE					
	<p>Noticeboards, publication and other materials provided for pupils, parents and other users</p>	<p>Notice boards and information to take away should be within reach of both ambulant and wheelchair users and positioned with visual impairments and wheelchair users with lower eye levels in mind.</p> <p>Review all public information and consider providing the information in alternative formats/software such as BrowseAloud, Braille, large print and audiotape/MP3. Availability of alternative formats should be advertised within all publications and on school website.</p> <p>The design, layout and colour contrast of school website should be reviewed and consider users with vision impairments – use light text on dark background, sans-serif font and size (depending on reading distance) of type.</p> <p>In order to provide accessible information on your school website consider the following:</p> <ul style="list-style-type: none"> • details of designated on and off-street accessible parking including arrangements for advanced telephone notification if accessible parking information and/or additional assistance is required; • accessibility of site and building(s); • accessible toilet provision. <p>The School Information Regulations 2012 determines the statutory information which must be provided on a school website and should include the following information;</p> <ul style="list-style-type: none"> • your Policy for special educational needs and disability (SEND) should include the local authority's link and/or where the local offer is published; 	<p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p>		

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		<ul style="list-style-type: none"> an accessibility plan – prepared by the Governing Body in compliance with paragraph 3 of schedule 10 of the Equality Act 2010. 			
	Internal routes and obstructions	Ensure exit, escape and traffic routes are clear of surplus furniture, equipment and any obstructions.	1		
	Compliance management & maintenance programme	<p>Adhere to statutory recommended checking, servicing and maintenance of installed systems including heating, lighting (inc emergency lighting systems), emergency warning, fire alarm, lifts and hearing systems (if applicable).</p> <p>External/internal lighting - ensure missing bulbs and/or fluorescent tubes are replaced as soon as possible as part of ongoing maintenance programme.</p>	1 1		
Checklist M - MEANS OF ESCAPE					
	Emergency evacuation procedures for disabled people – PEEP/GEEP	<p>A Personal Emergency Evacuation Plan (PEEP) should be developed for everyone (inc. regular visitors) needing assistance, which outlines how and by whom they will be evacuated.</p> <p>If disabled non-regular visitors attend the school, a ‘buddy’ system must be set up whereby named persons are responsible for ensuring these persons are assisted to evacuate the building and a General Emergency Evacuation Plan (GEEP) developed for and with that person.</p> <p>Ensure that staff, pupils and visitors are trained (or aware of as appropriate) in the evacuation procedures when the school premises are used during/outside normal school hours and have considered individuals needing assistance and if applicable safe refuge areas identified.</p> <p>A sign/notice should be displayed at entrance/reception to ask visitors to inform staff if they require emergency evacuation assistance.</p>	4 4 1 1		
	Exit doors and escape routes	<p>Review all other exit routes from school building and programme the following:</p> <ul style="list-style-type: none"> minimum single leaf door width opening of 775mm, clear vision panel (minimum zone of visibility between 500mm 	4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>and 1500mm),</p> <ul style="list-style-type: none"> • door furniture should be operable with one hand, • door thresholds and any small steps should be redesigned to remove/reduce, • steps that cannot be redesigned should be replaced with a permanent ramp or designated emergency use only and step edge nosings marked/re-marked to clearly define, • colour contrasted (matt) handrail(s) to be provided if more than two steps, • colour contrast (matt) between door, architrave, door furniture/door release bar, • adjust door closer to ensure minimal force opening/closing/pressure action, • ensure the height of the door access/exit controls are between 750mm and 1200mm above ground level, • ramps should have colour contrasted (matt) edge protection and colour contrasted (matt) handrail to at least one side. <p>Priority review of exit doors and routes from Nursery corridor (to main entrance courtyard), Nursery Classroom (to covered sand/play area), Badger Classroom, Squirrel Classroom, Hedgehog Classroom, Ash Classroom, Year 1 entrance corridor (narrow exit doors) and Little Fawns.</p> <p>In connection with the Nursery extension the exit door (to the external ramped exit) should have a colour contrasted lever handle and there should be glass manifestation at two levels (that contrast visually with the background seen through the glass) as recommended in British Standard 8300;2009.</p> <p>Vertical movement out of main exit routes could be achieved by external powered means lift. A full survey by lift manufacturer would determine suitability and obstacles with installation.</p>	<p>3</p> <p>4</p> <p>4</p>		
	Emergency warning/lighting system	The fire warning and detection does not give a visual warning in some areas; consider extending this system or providing personal vibrating alarm or alternative systems for use by people with disabilities.	4		
Checklist N – OTHER					

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	External areas inc. outside areas, recreation, play, routes and approaches	<p>External seating, furniture, benches, fencing and gates at various locations around school site could be colour contrast visually with the background.</p> <p>External steps (inc. decking steps) to all play areas and levels would benefit from general repair work, visual and tactile warning to top and bottom of steps, colour contrasted (matt) handrails and step edge nosing's marked to clearly define the edges of each step.</p> <p>Changes in levels/surface joins/edge protection between paths should be smooth and free from protrusions.</p> <p>When refurbishing/replacing current outdoor play facilities consider colour contrasted (matt) and accessible playground equipment and surfaces to allow access for all users and incorporate large ramps, sensory play panels and slides.</p> <p>Check the following on a regular basis in order to maximise accessibility for all;</p> <ul style="list-style-type: none"> • maintenance of surfaces to outside areas, routes and approaches including steps and ramps, • remove/relocate obstructions and projecting hazards (including planters, pots and litter bins), • remove/clear surplus/redundant items, rubbish, moss, leaves, ice and snow. 	<p>3</p> <p>3</p> <p>3</p> <p>4</p> <p>1</p>		
	Future planning and design	Ensure that the planning and design of capital and/or maintenance projects consider the needs of wheelchair users, individuals with limited walking abilities, partially sighted, sightless and hearing impairments. Inclusion in the design detail at an early stage will be cost neutral and will future proof your facilities for all users in years to come.	4		
	General training and awareness	<p>Review current training and if required provide additional/ongoing disability/equality awareness for governors, staff and pupils.</p> <p>Include disability/equality awareness training in staff induction process.</p> <p>The following online e-learning could be explored for suitability and content;</p>	<p>2</p> <p>2</p> <p>To Note</p>		

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		<ul style="list-style-type: none"> Virtual College, Equality, Diversity and Inclusion in the Workplace. http://www.virtual-college.co.uk/products/Equality-and-Diversity-in-the-Workplace.aspx LSCB Cumbria online e-learning - Equality and Inclusion in Health, Social Care or Children's and Young People's Settings. http://www.cumbrialscb.com/training/elearning.asp 			
	Specific training and awareness	<p>Ensure Special Educational Needs Coordinators (SENCO) receives regular, relevant and updated training to keep abreast of current legislation and operational requirements and involved in developing future strategies for inclusive access and education for all disabilities. Training should then disseminate to governors, staff and pupils as appropriate.</p> <p>Manual handling training for toilet alarm appointed members of staff responder.</p> <p>Advice and guidance to support the needs of disabled pupils already in school should be relayed to all staff as necessary.</p>	<p>2</p> <p>1</p> <p>1</p>		
	Accessibility plan consultation	Consult to obtain views, advice and ideas from pupils, parents/carers, voluntary groups, local Access Group and wider community to develop and improve your accessibility plan and quality of communication in line with the returns and comments.	2		
	School accessibility and physical environment	<p>SEND guidance advises that pupils with mobility aid(s) and special needs assistant may need the same space used by two non-disabled pupils. A pupil using a wheelchair and mobility aid(s) may need the space used by three non-disabled pupils. Additional storage space requirements will also need considered in forward planning for pupil attendance.</p> <p><i>...add anything else in here that has not been included in the above that would increase the extent to which disabled pupils and members of the school community can access the school site, building and facilities.</i></p>	<p>To Note</p> <p>TBC</p>		
	School curriculum	<i>...add anything else in here that has not been included in the above that would increase the extent to which disabled pupils can participate in the school curriculum. Include out-of-school and</i>	TBC		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<i>extra – curricular activities.</i>			
	School information, communication and literature	<i>...add anything else in here that has not been included in the above that would increase the extent to which disabled pupils can access information, communication and literature.</i>	TBC		