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Accessibility Plan

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Section 1 - Introduction

1.1 The SEN and Disability Act

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 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 a reason related to their disability.

To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.

To plan to increase access to education for disabled pupils.

This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the school intends to take over a three year period to increase access for those with a disability in three key areas. These three areas are:

Increasing the extent to which disabled pupils are able to participate in the school curriculum.

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

In addition the Disability Equality Duty (2006) requires all schools to:

Eliminate discrimination that is unlawful under the DDA.

Eliminate harassment of those with a disability.

Promote positive attitudes towards disabled persons

Encourage participation by disabled individuals

Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

Disability is defined by the Disability Discrimination Act (1995) (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'. such

Mobility

Manual dexterity

Physical co-ordination

Continence

Ability to lift, carry or otherwise move everyday objects

Speech, hearing or eyesight

Memory or ability to concentrate, learn or understand

Perception of risk of physical danger

1.2 Disability Equality Scheme

This school recognises its duty under the DDA (as amended by the SENDA)

Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.

Not to treat disabled pupils less favourably.

To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

Setting suitable learning challenges

Responding to pupils' diverse learning needs

Overcoming potential barriers to learning and assessment for individual and groups of pupils.

1.3 Accessibility Plan Details

The Accessibility Plan is structured to complement and support the school's DES. The Local Authority will monitor the school's activity under the Equality Act 2010 (in particular Schedule 10 regarding Accessibility). The AP will also be monitored by the Governors and Staff, it will be published on the school website and may be monitored by Ofsted during inspection.

The Accessibility Plan will cover how the school covers three key objectives:

Education and related activities

Provision of information

Physical environment

This outline of our requirements under law will be supplemented by a Disability Access Audit and its accompanying Plan of Action, which are attached.

1.4 Further Notes

It is the responsibility of the school to ensure the management of the facility is a complimentary factor in the accessibility of the goods and services on offer as well as a place of employment.

This is a "live" document that should be frequently monitored and updated. Direct Access Consultancy has assisted the school with the start of the accessibility plan, it is the responsibility of the school to follow this through. A revised accessibility plan and new access audit should be implemented in 2017.

Section 2 – Accessibility Plan

2.1 - Education and related activities

Targets	Strategies	Lead Person	Timeframe	Outcome / Review
The school will continue to seek and follow the advice of LEA services, such as specialist teachers, advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.	Ensure there are some learning resources (books etc.) that show positive examples of people with disabilities in a positive light.	Key Stage Leaders	Ongoing	Increase pupils knowledge of people with disabilities. Will benefit other children with disabilities as it will minimise 'exclusion'
	Invite people with disabilities in to school: E.g. Local Access Groups, signing Choirs or a taster to BSL (British Sign Language etc.)	Senior TA	Annual	Educational for pupils and puts disability in a positive light. Will benefit other children with disabilities as it will minimise 'exclusion'
	Use opportunities to show people with disabilities in a positive light: Recent example = Paralympics (Hannah Cockroft)	SMSC Leader	Ongoing	Educational for pupils and puts disability in a positive light. Will benefit other children with disabilities as it will minimise 'exclusion'
	CPD activities to be arranged for all staff, e.g. Aspergers, Hearing Impaired and Behaviour for Learning training. Undertake audit of staff training needs on curriculum access for different disabilities within the school.	SENco	Ongoing Annual	Will increase staff confidence levels resulting in increased pupil participation.

Ensure all staff members are aware of each pupil who has a disability and their individual curriculum needs.	SENco	Annual or As Required	All children with disabilities will have individual access plans.
Deploy multi-sensory techniques, e.g. work done individually, in pairs, groups and whole class.	SENco	Ongoing	Encourages participation amongst pupils and inclusion.
Engage the help of support of outside advisers.	SENco	Ongoing	To enhance knowledge and techniques for staff.
Ensure all staff are familiar with technology and practices developed to assist people with disabilities. For an example, accessible Apps on the Ipad for people with impaired vision, hearing impairments and for children with Autism etc.	SENco	Bi-Monthly Review	Increased access to the curriculum.
Ensure all external trips are to accessible venues by requesting a copy of the access audit report or access statement ahead of the visit.	Education Visit Leader	2 months before each trip	Pupils with disabilities will not feel excluded or discriminated against.
Implement training for lunchtime supervisors. Training on BSL sign language. Training for medical needs. Training for Autism.	SENco	Bi - Annual	Lunchtime supervisors better equipped to understand the needs of individual pupils.

Section 2 – Accessibility Plan

2.2 - Provision of information

Targets	Strategies	Lead Person	Timeframe	Outcome / Review
The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.	Highlight on all school documentation that goes out to parents that it may be provided in accessible formats on request i.e. - in larger print	School Business Manager	Ongoing	Inclusive information, ensuring that all school documentation is accessible for all users.
	Write an annual letter to all parents asking if they or their children have any access requirements that the school should be aware of.	School Business Manager	Annual	School will be aware of who has access requirements when visiting the school. This information should be recorded within the office and staff made aware.
	Provide information in large print, and audiotape for students and prospective students and parents who may have difficulty with standard forms of printed information. If requested also provide material in user friendly language, symbols or in Braille.	School Business Manager	Ongoing	Inclusive information, ensuring that all school documentation is accessible for all users. Check with the local Council that they will provide assistance with providing information in alternative formats.
	Ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.	SENco	Ongoing	Accessible ICT. This could be achieved by allowing children with disabilities to use iPads or laptops. For children with impaired vision, set IT up so that the print is large.

Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	SENco	Ongoing	Inclusive information, ensuring that all school documentation is accessible for all users.
<p>Ensure that the school's website conforms to the current content accessibility guidelines.</p> <p>The school information on the internet should be fully accessible for persons with reading disabilities through enlargement capability and screen readers, combined with synthetic speech or Braille displays. A clear and logical design that includes written explanations for visual or audio content. Text and graphics should be easily understood without use of colour.</p>	Head Teacher	Ongoing	The online presence of the school information will be accessible for a variety of users.
Access to information should be included in annual reviews. Ask parents/children about their preferred format for information.	School Business Manager	Annual	Awareness of pupil's preferred methods of communication.
Review current school literature to ensure that it is welcoming for children with disabilities and for those with special educational needs.	SENco	Annual	Parents will feel confident in information received about the school

Section 2 – Accessibility Plan

2.3 - Physical environment

Targets	Strategies	Lead Person	Timeframe	Outcome / Review
The school will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.	School to commission an accessibility audit on site to identify current access barriers that disabled people face.	School Business Manager	Every 3 years	Access audit undertaken in 2014. The action plan for the access audit report is attached to the rear of this accessibility plan. School can now identify strong and weakest points in relation to disability access and has a workable action plan to aspire to.
	Recommendations in the access audit report to be implemented as required. Nominated member of staff to record action plan progress as when implemented by filling in excel sheet 'Action Taken' column. Action plan is attached to the rear of this accessibility plan.	School Business Manager	Ongoing	Recorded progress and school seen to be inclusive taking a proactive stance and making 'reasonable adjustments' under the Equality Act 2010.
	Long term items identified in the access audit report to be incorporated as part of on going and future refurbishment plans for the school.	Head Teacher	Ongoing	Improved physical access at school, proactive stance on inclusion. Access audit items should be included as template for future refurbishment.

Accessibility audit to be undertaken every 3 years.	School Business Manager	3 years - 2019	Proactive stance and recognition of responsibilities. Revised action plan to ensure recommendations are up to date and to ensure that latest guidance is reflected.
Creation of a specific physical access plan for each child with a recognised disability.	SENco	ASAP	To ensure that all staff are aware of each pupil's access requirements.
Confidential survey of staff and governors to ensure all access needs are being met.	School Business Manager & Head Teacher	Induction & Annual Performance Review	Commitment by the school to ensure that staff and governors are having their access needs met, if applicable.
Ensure that the appropriate PEEPs are currently in place. (Personal Emergency Evacuation Plans)	SENco	ASAP	Safe evacuation of all children in the event of fire.

Section 6 – Action Plan

6.1 - ACTION TABLE

COSTS - N = NONE M = MINIMAL OG = ONGOING MAINTENANCE ST = STRUCTURAL CHANGE EX = MAJOR STRUCTURAL CHANGE				
Item Ref.	Details / Issue	Recommendation	Est Cost	Action Taken
PRIORITY A				
2.2	<p>There is no signage indicating where the accessible bay is located when entering the car park.</p> <p>There is no signage to the front of the accessible bay.</p>	<p>Refer to 15.1, it is recommended that a way finding review be undertaken for the school.</p> <p>Install one sign at the vehicular entrance as per BS8300.</p> <p>Install signage to the front of the accessible parking space as per BS8300.</p> <p>Implement a management procedure to ensure the use of the space is monitored regularly to limit misuse by non-disabled motorists.</p>	M	School office staff advise all visitors of the accessible bay via car park intercom
2.3	The marking is in accordance with BS8300 however paint is starting to fade.	Repaint the marking.	M	Marking re-painted August 2014
2.5	There are no tactile warning pavings on approach to the School and Foundation buildings to aid people with impaired vision.	School management should undertake to provide tactile warning to aid people with impaired vision.	M	Review upon refurbishment
5.2	There are a considerable number of single and double doors throughout the school which have an opening clearance width of less than 800mm when a single door is opened.	Remove existing doors and install a new door and a half system to allow a wider opening through the master leaf.	M	Review upon refurbishment
5.3	School and Foundation Buildings - Some doors have an upstand of more than 15mm denying access for wheelchair users.	Ensure the threshold is level or, if a raised threshold is unavoidable, it has a total height of not more than 15mm.	M	Review upon refurbishment

5.5	School and Foundation Buildings - Some doors have vision panels that are too high or have notices stuck over them.	<p>It is strongly recommended that the doors have clear see through vision panels to prevent a collision hazard for wheelchair users and people of small stature.</p> <p>Vision panels need to be included in frequently used doors, with a minimum visibility zone between 500mm and 1500mm from floor level and located at the side of the leading edge. Glass should comply with BS6206.</p>	M	Review upon refurbishment
6.5	There is no fitted induction loop provided at the reception.	<p>A portable induction loop should be made available and be stored within the office.</p> <p>A management procedure should be implemented to facilitate its usage as well as to ensure that it is working correctly/charged appropriately.</p> <p>Signage should be provided indicating the availability of portable induction loops on request.</p>	M	No school within our family of schools currently provide
13.3	Foundation - There is furniture outside the door restricting clear width causing potential difficulties accessing for wheelchair users.	Implement a management procedure to ensure that clear width adjacent to the door is kept clear.	M	Furniture removed
13.4A	Main Reception and Foundation accessible WCs - The hand wash basin is within easy reach whilst seated on the toilet pan however the tap is not on the toilet side of the basin.	It is strongly recommended that the tap be repositioned. Refer to BS8300 for guidance.	M	Review upon refurbishment
13.10	Main Reception and Foundation accessible WCs - On the day of the survey, bins, storage, shower curtain and cleaner were positioned within the transfer area.	Implement a management procedure to ensure that transfer area adjacent to the toilet pan is kept clear and that the facility is not used for storage purposes. This will enable wheelchair users to adopt the many transfer techniques available to them.	N	Items repositioned and transfer area clear

13.11	Main Reception and Foundation accessible WCs - There are pull cord alarms however they do not have correct triangular bangles.	<p>Install two red triangular bangles to the pull cord.</p> <p>Implement management procedure to ensure that the alarm cord is never tied up and always hanging loose.</p> <p>According to BS8300 - An emergency assistance pull cord should be sited so that it can be operated from the WC and from an adjacent floor area. The emergency assistance pull cord, coloured red, should be provided with two red bangles of 50 mm diameter, one set at a height between 800 mm and 1000 mm and the other set at 100 mm above floor level.</p>	M	Site Manager to install
15.3	<p>There is a lack of signage throughout the school indicating the locations of the accessible WC facilities.</p> <p>Main Reception accessible WC - There is no International Symbol of Access signage on the door.</p>	<p>Refer to 15.1, it is recommended that a way finding review be undertaken for the school.</p> <p>Add signage to the door.</p>	M	Site Manager to install
16.6	There are no fitted induction loops in any of the key areas.	<p>Install fitted induction loops in the Gym/Hall.</p> <p>Ensure there is signage indicating the availability of the facility and that staff are trained in its use.</p>	M	No school within our family of schools currently provide

<p>17.2</p>	<p>Numerous fire exits do not have sufficient clearance width, the thresholds are not level with the floor and do not have ramps making egress potentially difficult for wheelchair users.</p> <p>Some fire exit doors do not have push to open bars for those with dexterity impairments.</p> <p>Throughout the site some break glass buttons are positioned too high off the floor level causing difficulties reaching for wheelchair users or people of small stature.</p>	<p>Install 'humps' / graded approaches to the fire exits which would allow egress for wheelchair users.</p> <p>The gradients should be colour contrasted to indicate the presence of a gradient. This will ensure people do not stumble.</p> <p>The fire exit doors should have a 800mm clearance width with flush threshold. BS8300 - The threshold is level or, if a raised threshold is unavoidable, it has a total height of not more than 15mm.</p> <p>Site management should review situation, implement a management procedure to ensure that a clearance width is available at all times.</p> <p>Install well contrasted push bar to fire exit and add clear signage indicating the position of the push bar.</p> <p>Ensure all break glass buttons are within 1050mm off the floor level and ensure no obstruction below.</p>	<p>M</p>	<p>Review upon refurbishment</p>
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PRIORITY B				
1.6	<p>There are pots positioned outside the Main Reception entrance which are a potential trip hazard for people with impaired vision.</p> <p>The small logs need to be made more visible as they could cause a stumbling/trip hazard and they are not suitably colour contrasted against the background.</p>	<p>Remedial works should be implemented to remove the trip hazards.</p>	N/M	<p>Pots have been re-positioned and logs removed</p>
1.7	<p>Main Reception entrance - The structural post supporting the canopy does not have colour contrast or have markings at two heights in accordance with BS8300.</p> <p>Near Foundation Building - The arch posts supporting the canopy do not have colour contrast or have markings at two heights in accordance with BS8300 and there is no protection which could cause a potential impact injury for people with impaired vision because they may not be able to detect the hazard with their assistance cane.</p> <p>Play field - The goal posts do not have colour contrast or have markings at two heights in accordance with BS8300.</p>	<p>Well contrasted markings should be provided at two heights to the posts. Refer to BS8300 for guidance.</p> <p>Add safety barriers to the arch posts.</p>	M	<p>Main reception entrance has been relocated</p>
3.1	<p>Football Pitch and Foundation Building - The ramps surfaces do not have a colour contrast against the level to illustrate the presence of a gradient to prevent someone with impaired vision from stumbling.</p>	<p>Add colour contrast to the ramps.</p>	OG	<p>Review upon refurbishment</p>

3.2	School and Foundation Buildings - There are no handrails provided.	<p>Install BS8300 compliant handrails to both sides of the ramp that extend 300mm beyond top and bottom of the ramp, ensure that the handrail does not project into a route of travel.</p> <p>Ensure that they are coated with well contrasted nylon or suitable alternative such as wood to ensure that they are not cold to the touch.</p> <p>The handrail needs to be a suitable profile (circular: 40 – 45mm, oval 50mm, in diameter) that projects at least 60 -75mm clear of the adjacent wall – 50mm between a cranked support and the underside of the handrail.</p>	M	Review upon refurbishment
5.10	School and Foundation Building - There are weather mats positioned outside some entrances which are a potential trip hazard for those with impaired vision.	Remove the weather mats.	N	No incidents reports in last 5 years. Review as necessary
7.2	The notice board footing is a trip hazard for those with impaired vision.	Implement a management procedure to remove the trip hazard.	N	Old notice boards removed, new ones purchased and re-positioned
12.1	Heavy pressure on the door, maintenance should be implemented in near future to detense hinges.	Implement management procedure to ensure all door ironmongery is maintained on a regular basis and to check door opening pressures do not exceed 30 Newtons as recommended in the BS8300.	N	Site Manager regularly carries out door checks. Review heavy doors upon refurbishment
12.6	Some WCs, standard and push taps are provided which are not easy to use for people with dexterity impairments.	<p>Install lever taps.</p> <p>According to BS8300 - Taps should either be mixer taps with an up and down action to control water flow or individual hot and cold lever operated taps with not more than a quarter turn from off to full flow.</p>	OG	Review upon refurbishment

12.8	Main Reception accessible WC shower - The blue grab rails against the white background are suitably colour contrasted however there is a horizontal line of blue tiles which could confuse those with impaired vision. There is no vertical grab rail. The shower control is not easy to use for people with dexterity impairments.	At the next planned renovation/re-decoration liaison should be undertaken with the RNIB to ensure a well-designed colour scheme adding contrast to floors, skirting and walls is provided which would substantially aid people with impaired vision to navigate around the school. A well contrasted vertical grab rail should be provided to the shower. Add lever tap to the shower control.	M	Review upon refurbishment
13.4B	Main Reception and Foundation accessible WCs - There is a hand dryer provided to aid people who may struggle to use hand towels however this is not colour contrasted against the background to aid people with impaired vision.	Add colour contrast to the hand dryers so they can be seen against the background.	M	Walls painted to colour contrast the hand dryers
13.5	Main Reception accessible WC - Grab rail on the door is not provided. The pull cord lighting is positioned higher than 1200mm off the floor level causing difficulties to reach for wheelchair users.	Add grab rail to the door. Lower the lighting switch.	M	Review upon refurbishment
13.7	Main Reception accessible WC - The blue grab rails against the white background are suitably colour contrasted however there is a horizontal line of blue tiles which could confuse those with impaired vision. There are no vertical grab rails over the basin. There is no mirror provided. Foundation accessible WC - There is only one vertical grab rail provided to one side of the basin.	At the next planned renovation/re-decoration liaison should be undertaken with the RNIB to ensure a well-designed colour scheme adding contrast to floors, skirting and walls is provided which would substantially aid people with impaired vision to navigate around the school. A well contrasted vertical grab rail should be provided to both sides of the basin. Add long mirror.	M	Review upon refurbishment
13.8	Neither of the accessible WCs has a back support.	Install backrest to the toilet pans.	M	Review upon refurbishment

14.3	There are no chairs with armrests in any classrooms.	Ensure that there is a chair with armrests available within each of the classrooms. This is a recommendation that may need to be phased.	M	Review as necessary
14.6	There is no fixed seating in the dining room however there are no seats with armrests to aid people with ambulant disabilities.	Provide a mixture of chairs, varying in height, some with and some without armrests.	M	Review as necessary
15.1	<p>Review of way finding signage required.</p> <p>Tactile and Braille signage should be provided throughout the site. There should be new directory boards and tactile/Braille signage on the actual doors.</p> <p>Direct Access is able to carry out wayfinding surveys and provide costings to implement a new signage strategy. Please contact jtyson@accessdda.com for more information.</p> <p>Words entirely in upper case type (capital) should also be avoided. A sans serif type face with a relatively large “capital” height to “x” height should be used. Symbols should also be used to compliment signage where possible. Refer to - JMU Access Partnership and The Sign Design Society. 2000. ISBN 185878 412 3. Seek specialist advice for tactile signage.</p> <p>BS8300 - Signs and universally accepted symbols or pictograms, indicating lifts, stairs, circulation routes and other parts of the building should be provided. Visual signs should be self- evident and, in particular, legible to visually impaired people. Plain English and pictograms together should be used to assist people with learning difficulties.</p>	<p>A review of the existing way finding signage should be undertaken.</p> <p>Symbols should also be used to compliment signage where possible. Refer to - JMU Access Partnership and The Sign Design Society. 2000. ISBN 185878 412 3. Seek specialist advice for tactile signage.</p> <p>For further information on signage please refer to - JMU Access Partnership and The Sign Design Society. 2000. ISBN 185878 412 3.</p> <p>DAC is able to undertake detailed signage surveys and implement the installation of suitable signage strategies.</p>	M	

PRIORITY C				
1.2	There is no tactile warning paving on approach to the school buildings to aid people with impaired vision.	Site management should undertake liaison with the Highways Department to review.	N	Review upon refurbishment
1.4	Uneven surfaces, surfaces of loose materials (e.g. mud, gravel) cause problems for wheelchair users, people with impaired vision and people who are, generally, unsteady on their feet.	Remedial works should be implemented to remove the trip hazards.	M	Site Manager carries out path checks before entrance gates are unlocked
1.8	School Building - There is no seating between the main site entrance and the main reception entrance to provide people with ambulant disabilities a short rest before entering the school. Foundation Building - The seating does not feature armrests to aid people with ambulant disabilities.	Provide benches with armrests at equal intervals. Ensure benches are well contrasted against their surroundings and that there is space to the side which will allow a wheelchair user to be alongside a seated companion.	M	Review as necessary
1.9	Vehicular Entrance - There is LED display provided to aid people with impaired hearing however the buttons lack colour contrast against the background to aid people with impaired vision.	Add colour contrast to the controls and surround.	OG	Site Manager to review with Assured Gates
1.10	The seating has lack of colour contrast against the surroundings and there are no armrests to aid people with ambulant disabilities. Additionally there are some benches which do not have a space either side to allow a wheelchair user to park alongside a seated companion.	Provide well contrasted benches with armrests at equal intervals. Ensure benches are well contrasted against their surroundings and that there is space to the side which will allow a wheelchair user to be alongside a seated companion. If a seat is too high or too low, or if there are no armrests or side supports, a person may experience considerable discomfort as a result of poor posture. A person may also have difficulty rising from a seated position if the seat is set too low, or if it has no armrests.	M	Review as necessary

1.11	<p>The play equipment should not be positioned on the grass. If there are a lot of disabled people at the school then there should be wheelchair friendly equipment.</p> <p>Play equipment appears to have no climbing ramps easy to use for those with ambulant/mobility disabilities.</p> <p>The play equipment is not brightly painted to contrast with the background upon which it is seen so that the lower pieces could cause a trip hazard for those with impaired vision.</p>	Site management should undertake a review.	M	Review upon refurbishment
4.1	There are no tactile or visual warnings at the top or bottom of any of the steps.	Add tactile warning to the top and bottom of the steps.	OG	Review upon refurbishment
4.6	Fire exit from Staff Rest Room - Paint is faded.	Repaint the nosing.	OG	Repainted
5.1	<p>School Building - The blue doors are not clearly seen on approach owing to a lack of colour contrast against the blue facade.</p> <p>Foundation Building - The white/brown doors are not clearly seen on approach owing to a lack of colour contrast against the white/ brown facade.</p>	At the next refurbishment for the site, colour contrast should be added to the entrance doors to ensure they are clearly seen by people with impaired vision on approach.	OG	Main reception entrance has been relocated. The blue entrance doors can be clearly seen next to the terracotta wall tiles

5.6	<p>School Building - Blue door handles against a blue background are not suitably contrasted. All door handles are not of the preferred profile. The Press to exit is positioned too high off the floor level causing difficulties reaching for wheelchair users and people of small stature. The security device is positioned too high off the ground level causing difficulties reaching for wheelchair users and people of small stature and the controls are not easy to use for people with dexterity impairment and impaired vision.</p> <p>Foundation Building - White door handles against a white background are not suitably contrasted. All door handles are not of the preferred profile. All security devices are positioned too high off the ground level causing difficulties reaching for wheelchair users and people of small stature and the controls are not easy to use for people with dexterity impairment and impaired vision.</p>	<p>Replace with well contrasted BS8300 compliant furniture to the entrance door.</p> <p>Lower the security device and push to exit buttons to 1050mm off the ground level.</p> <p>Replace key pads with swipe card system.</p> <p>According to BS8300 - Disabled people with a weak hand grip or poor co-ordination, find that using a card to open a door lock is easier.</p>	OG	Review upon refurbishment
5.7	A number of doors have an opening pressure that exceeds 30 Newtons of force, making it very difficult for many people to open them.	Implement management procedure to ensure all door ironmongery is maintained on a regular basis and to check door opening pressures do not exceed 30 Newtons as recommended in the BS8300.	M	Review upon refurbishment
5.8	Main Reception - The white door bell against the white background is not suitably colour contrasted.	Ensure that the door bell is well contrasted against the background upon which it is seen.	OG	Reception relocated. Office staff can see all visitors approach reception entrance
6.3	Main Reception - The desk is at approx 760mm high, this should have sufficient knee space both sides for wheelchair users. Ideally the desk should be at two heights: between 950mm and 1100mm to accommodate people standing and at 760mm for wheelchair users and be clear of furniture below.	Replace the reception desk at the next refurbishment. BS8300 criteria will be satisfied if at least one section of the counter is at least 1500mm wide, with its surface no higher than 760mm above the floor level.	OG	Reception relocated. Desk installed at two heights
6.8	Standard chairs, all are at the same height and do not feature armrests to aid people with ambulant disabilities.	Provide a mixture of chairs at varying heights, some with and without armrests. Ensure all seats are well contrasted against the background upon which they are seen.	M	Review as necessary

8.7	Foundation Building - The security devices are positioned too high off the floor level causing difficulties reaching for wheelchair users and people of small stature and the controls are not easy to use for people with dexterity impairment and impaired vision.	Lower the security device to 1100mm off the floor level. Replace key pads with swipe card system. According to BS8300 - Disabled people with a weak hand grip or poor co-ordination, find that using a card to open a door lock is easier.	OG	Review upon refurbishment
12.3	Some WCs numerous sanitary ware was not sufficiently colour contrasted against the surroundings to aid people with impaired vision.	Colour contrast should be added to the fixtures and fittings within the WCs. According to BS8300 - to help blind and partially sighted people identify key objects within sanitary accommodation, support rails and grab rails should contrast visually with the wall, the WC seat and cover should contrast visually with the WC pan and cistern, and sanitary fittings and accessories should contrast visually with the background against which they are seen.	OG	Review upon refurbishment
12.5	There are no grab rails to any of the urinals and some are not colour contrasted against the background to aid people with impaired vision.	A well contrasted grab rail should be provided to one urinal in every WC where applicable. Add colour contrast to the urinals.	M	Review upon refurbishment
14.2	There are no seats with armrests provided within the Main Hall, Staff Rest Rooms and Library area to aid people with ambulant disabilities.	Provide a mixture of chairs at varying heights, some with and some without armrests. Ensure all seats are well contrasted against the background upon which they are seen.	M	Review as necessary

14.10	<p>Canteen Kitchen - There are no lever taps provided that are easy to use for people with dexterity impairments.</p> <p>No accessible tables were identified within the employee working areas.</p>	<p>Install lever taps.</p> <p>According to BS8300 - Taps should either be mixer taps with an up and down action to control water flow or individual hot and cold lever operated taps with not more than a quarter turn from off to full flow.</p> <p>In the event of employment of a disabled person, the office should include disability access, i.e., a section of work top lowered to 800mm with clear space underneath to allow wheelchair access.</p> <p>This could potentially be paid/partially paid by Access to Work.</p>	OG	Review upon refurbishment
14.11	There are no lever taps provided that are easy to use for people with dexterity impairments.	Refer to 14.10.		Review upon refurbishment
15.6	Throughout the school various locations were identified where there are temporary notices typed out in capital letters. Temporary notices are placed inside a reflective protective cover making viewing difficult for those with impaired vision.	Implement a management procedure to ensure that all temporary notices are typed out using upper and lower case lettering.	OG	Implemented
15.7	The leaflets are positioned too high causing difficulties to reach for wheelchair users or people of small stature.	<p>Ensure all leaflets positioned no higher than 1200mm above the finished floor level, within reach of wheelchair users and people of small stature.</p> <p>Where possible remove reflective cover.</p> <p>Please refer to 15.1 regarding way finding signage.</p>	N	Leaflet display has been removed

PRIORITY D

6.4	There is no contrast to the flooring to aid orientation for people with impaired vision when attempting to locate the reception desk. There is no colour contrast to the edge of the reception desk.	Replace a section of the flooring in front of the reception desk with an alternative that is suitably colour contrasted. This will aid people with impaired vision when attempting to locate the reception desk.	OG	Review as necessary
6.7	No minicom is provided for people with hearing impairments. People with impaired hearing ringing in would have to rely on a not generally preferred relay service such as BT TYPETALK.	Provide a minicom to the reception desk; ensure staff are trained in how to use the facility. Ensure that the direct line is advertised in relevant literature and on the internet.	M	Review as necessary
12.4	Staff toilet near Kitchen - The door control is not easy to use for those with dexterity impairments.	Replace with door control that is easy to use for those with dexterity impairments.	M	Review upon refurbishment
16.2	Throughout the site the light switches are the same colour as the walls and positioned too high off the finished floor level for wheelchair users or people of small stature.	<p>Light switches should be lowered to within a range of 750mm and 1200mm above finished floor level. All switches and controls should be operational without the use of both hands and have front plates that contrast visually with the surround.</p> <p>This should be incorporated at the next electrical rewire for the site, with the exception of specific areas, where a wheelchair user or person of small stature may be employed.</p>	OG	Review upon refurbishment