



# **St. Helen Auckland Primary School**

## **Accessibility Plan**

**2017-2020**

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# SECTION 1

## STARTING POINTS

a)

## Vision Statement

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation." According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Educations' guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher. At St Helen Auckland Community Primary School the Plan will be monitored by the Head Teacher and evaluated by the School and Community Committee. At St Helen Auckland Community Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The St Helen Auckland Community Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. St Helen Auckland Community Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within school.

4. The St Helen Auckland Community Primary School Accessibility Plan shows how access it to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable

adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- a. Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the 4 school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- b. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hands outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The St Helen Auckland Community Primary School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a. Asset Management Plan
- b. Behaviour Management Policy
- c. Curriculum Policy
- d. Critical Incident Support Plan
- e. Equal Opportunities Policy
- f. Health and Safety Policy
- g. Equality Plan
- h. School Prospectus
- i. School Improvement Plan
- j. Special Educational Needs Policy
- k. Staff Development Policy

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored through the School and Community Committee.

12. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

b)

**Objectives**

**We care for each other  
We care for our school  
We always do our best**

Our School has high ambitions for pupils with disabilities and will aim to provide the correct environment for them to participate and achieve in every aspect of school life.

Our school also intends to increase accessibility for staff and members of the public with disabilities.

c)

**Pupil Data**

As part of our anticipatory duty we will attempt to identify potential pupils with disabilities who will attend the school.

We will do this by contacting transfer schools, Sure Start, health visitors and SEND, County Hall.

c)

**Consultation Group**

In order to ensure that we take into consideration a wide range of views regarding accessibility issues in the school we intend to form a planning group that will consist:

- Headteacher
- Chair of Health and Wellbeing Committee
- Sure Start Manager
- SENCo
- Deputy Headteacher
- A member of the Travel Planning Group
- A member of the local community group with a long-term disability.

Details of the findings from the group are given in Annex 1.

If our circumstances change we will appoint other relevant members (i.e. parent of a disabled child).

**SECTION 2**  
**THE MAIN PRIORITIES**  
**IN THE SCHOOL'S PLAN**

## The Main Priorities In The School's Plan

In compiling its Accessibility Plan the school has utilised the "support package" provided via the Learning Gateway. These resources will be used in conjunction with the database software that highlights issues relating to all three areas from the planning duties:

- Increasing access to the curriculum;
- Improving the physical environment;
- Providing information in different formats.

- (a) Following the school's physical audit we will take the issues of non-compliance detailed in our database and address each item individually and put forward our action plan, timescale and funding methods.
- (b) Using the curriculum section and the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.
- (c) Again using the information section and the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.
- (d) We will also use the additional information section within the database in order to cover any issues that are not detailed within the audit, curriculum and information sections.
- (e) We will develop and implement an evacuation of disabled people plan using the guidance and instructions from British Standards (See Annex 2).

**SECTION 3**  
**MAKING IT HAPPEN**

a)

<b>Management</b>
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- (i) The Headteacher will coordinate the gathering and input of information into the database. This will be an on-going process. The planning group will meet prior to the Autumn Term Governing Body Meeting in order to provide updates on the progress and implementation of the plan.
- (ii) As an agenda item of their termly Governing Body meeting Governors will begin to understand that it is their key responsibility to have a current school's access plan in place and identify priorities within their responsibilities. Governors will be kept up-to-date and will monitor and evaluate any changes against the plan on a termly basis.
- (iii) The school will review and revise its plan on an annual basis following the planning group meeting.
- (iv) As an agenda item of the first Autumn Term staff meeting (or if a specific need arises) we will be able to offer/provide staff development and training to ensure that all staff are aware of the DDA duties as they apply to the school and also to secure the commitment of staff to removing barriers and increasing access and identify any specific training needs. The Accessibility Plan will be embedded in the School's Improvement Plan (SIP), SEN Plan, Staff Development Programme and Curriculum Planning Programme. Minutes relating to this item will be circulated to Governors to enable them to carry out their evaluation and monitoring role.
- (v) Aspects of DDA will be highlighted to the pupils, during SEAL and PHSCE and once a year pupils will be asked to complete a survey on their views on whether they think that the school has become more accessible to all. The results of this survey will be feedback to the Governors to enable them to carry out their evaluation and monitoring role.
- (vi) As an agenda item of cluster group meetings we will be able to share good practice, ideas and information with other schools.
- (vii) Once estimates of costs are received regarding any relevant works these will be considered by the Finance Committee and reported to the full Governing Body meeting. Governors will then determine the priority and source of appropriate finance.

b)

<b>Circulation</b>
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- (i) The Headteacher will inform parents/visitors that there is an Access Plan in place via the school newsletter. The Access Plan can be viewed by appointment with the Headteacher. The Plan will be available in an easy to read paper copy format. This information will also be communicated in the School Profile, which is circulated annually to parents/available on-line for parents to view, and/or any interested parties who should request a copy. Any feedback or comments about the School's Access Plan will be fed back to Governors to enable them to carry out their evaluation and monitoring role.
  
- (ii) The indication and expected outcomes/performance criteria and timescales are all highlighted (on the database reports) within this plan.

# ACCESS AUDIT

<b>A.1.2</b> Within convenient distance of public transport?
<b>Priority</b>
7 - Outside curtilage of site
<b>Location</b>
Block 0 - Tintern Road
<b>Comments</b>
Public transport on Manor Road, over 350m away
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
emailing Highways Action Line

<b>A.1.3</b> Within convenient distance of car park?
<b>Priority</b>
7 - Outside curtilage of site
<b>Location</b>
Block 0 - Tintern Road
<b>Comments</b>
No car park within reasonable distance - on street parking only
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Currently DCC, Community and Police are looking into solutions for this.

<b>A.1.4</b> Is the route clearly marked and found?
<b>Priority</b>
7 - Outside curtilage of site
<b>Location</b>
Block 0 - Manor Road & Melrose Drive
<b>Comments</b>
Signpost route to pedestrian entrance off Melrose Drive
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Contact HAL to ask that an appropriate sign be placed off Melrose Drive to show pedestrian access.

<b>A.1.5</b> Is the route identified by visual, audible and tactile information?
<b>Priority</b>
7 - Outside curtilage of site
<b>Location</b>
Block 0 - Manor Road & Melrose Drive
<b>Comments</b>
Identify raised pedestrian crossing point on Melrose Drive with tactile paving
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Contact HAL to ask that they identify the pedestrian crossing point on Melrose Drive using tactile paving.

<b>A.1.6</b> Is the route level?
<b>Priority</b>
7 - Outside curtilage of site
<b>Location</b>
Block 0 - Manor Road & Melrose Drive
<b>Comments</b>
Slight gradient on Melrose Drive following the natural contours of the land
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
As above - this is not something that HAL will solve.

<b>A.1.7</b> Is the route free of kerbs?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 0 - Tintern Road
<b>Comments</b>
Provide dropped kerbs with tactile paving where required
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This entrance is permanently locked and not used.

<b>A.1.8</b> Is the surface smooth and slip resistant?
<b>Priority</b>
7 - Outside curtilage of site
<b>Location</b>
Block 0 - Manor Road & Melrose Drive
<b>Comments</b>
Resurface areas of gravellating tarmac & fill in potholes
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>A.1.10</b> Is the route free of hazards such as building features, litter bins?
<b>Priority</b>
7 - Outside curtilage of site
<b>Location</b>
Block 0 - Manor Road & Melrose Drive
<b>Comments</b>
Highlight lamp posts within width of pathways
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
HAL to request that lamp posts be highlighted.

<b>A.2.3</b> Is there a dropping off area?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Off Manor Road & Melrose Drive
<b>Comments</b>
Mark out a loading/unloading/dropping off area on layby on near side of Melrose Drive
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
This land does not belong to the school - HT to contact HAL

<b>A.2.3</b> Is there a dropping off area?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 0 - Off Tintern Road
<b>Comments</b>
Not practical to provide in this location due to space constraints
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
this is not used as an entrance.

<b>A.2.4</b> Is there a designated area for coaches/minibuses to load and unload?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Off Manor Road & Melrose Drive
<b>Comments</b>
Combined dropping off/loading bay costed above
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
HT to contact HAL

<b>A.2.4</b> Is there a designated area for coaches/minibuses to load and unload?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 0 - Off Tintern Road
<b>Comments</b>
Not practical to provide in this location due to space constraints
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This is not used as an entrance.

<b>A.3.2</b> Are there designated car parking spaces for people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Off Manor Road
<b>Comments</b>
Mark out 2 disabled bays and provide adequate post-mounted location signage
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
HT to contact HAL

<b>A.3.9</b> Are the routes from the carparking area to the buildings unobstructed and accessible?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Off Manor Road
<b>Comments</b>
Form ramp to 200mm step to Manor Rd site entrance & provide route signage to principal entrance 0/32
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Not land belonging to school so unable to form ramp. Sign to be costed.

<b>B.1.1</b> Is the route clearly marked and found?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Site paths & paved areas
<b>Comments</b>
Improve signage identifying route to principal entrance to school & to Surestart building
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
HT to speak to Sure Start Manager (perhaps joint sign)

<b>B.1.3</b> Is the route level?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 0 - Site paths & paved areas
<b>Comments</b>
Slight gradients following natural contours of the land
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Gradients do not cause any problems in school - this will be reviewed when a specific need arises.

<b>B.1.7</b> Is the route free of hazards such as building features, litter bins?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Site paths & paved areas
<b>Comments</b>
Highlight bollards near school principal entrance with luminous bands of colour & tactile paving
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
The route is differentiated from playground but is not tactile - costings for tactile paving to be investigated. Bollard to be highlighted within 12 months.

<b>B.1.8</b> Is the route adequately lit?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Site paths & paved areas
<b>Comments</b>
Improve the general level of lighting to all path and playground areas
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
This needs to be investigated further - we need to be conscious of our neighbours when looking at lighting issues.

<b>B.1.10</b> Are the drainage channels/gratings adequate?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Site paths & paved areas
<b>Comments</b>
Cover open drains & extend drain pipes to surface level
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>B.2.3</b> Does the ramp surface contrast with surrounding pavings?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - From Melrose Drive
<b>Comments</b>
Highlight ramp surface in contrasting colour to identify slope
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Caretaker to highlight ramp surface

<b>B.2.6</b> Are adequate handrails provided to both sides, including tapping rails?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - From Melrose Drive
<b>Comments</b>
Plastic coat existing handrails to minimise freezing and heat shock
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Ht to investigate costings of plastic coating - if cost is prohibitive we will provide a warning sign.

<b>B.2.9</b> Is the ramp adequately lit?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - From Melrose Drive
<b>Comments</b>
Provide lighting to illuminate the ramp and the steps
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
HT to investigate feasibility of solar lighting

<b>B.2.13</b> Are the nosings readily identifiable and unlikely to create trip hazards?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - From Melrose Drive
<b>Comments</b>
Paint/highlight tread nosings in yellow epoxy paint to more clearly identify them
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Caretaker to paint tread nosings.

<b>B.2.14</b> Are adequate handrails provided to both sides, including tapping rails?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - From Melrose Drive
<b>Comments</b>
Plastic coat existing outer handrail & fit new rail to ramp side
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
HT to investigate costings of plastic coating.

<b>B.2.17</b> Are the steps adequately lit?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - From Melrose Drive
<b>Comments</b>
Provision included in ramp lighting costed above
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
HT to explore feasibility of solar lighting

<b>C.1.1</b> Is there a ramp?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/41 - play area entrance
<b>Comments</b>
Form ramp to negotiate 200mm step to commercial nursery from shared secure infants play area
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>C.2.1</b> Is the main entrance easy to find?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/5 - Staff entrance
<b>Comments</b>
Identify this as entrance for staff use only
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Laminate a sign stating above.

<b>C.2.1</b> Is the main entrance easy to find?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/34A - School nursery
<b>Comments</b>
Identify this as entrance to school nursery
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>C.2.1</b> Is the main entrance easy to find?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/1 - Nursery Entrance
<b>Comments</b>
Provide signage clearly identifying this as the St Helen Auckland Nursery entrance
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>C.2.2</b> Is the entrance distinguishable from the façade?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/32 - Principal entrance
<b>Comments</b>
Highlight canopy support posts to identify them to minimise trip hazard
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Caretaker to paint posts.

<b>C.2.5</b> Do the entry phones and security systems allow use by people with sensory or mobility impairments?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/32 - Principal entrance
<b>Comments</b>
Highlight call button at 1200mm to identify it better & provide adequate instructional signage
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Laminate sign and place on door near to button.

<b>C.3.1</b> Is the opening of the main entrance door of an adequate width?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/5 - Staff entrance
<b>Comments</b>
760mm single leaf door - not practical to widen because of space constraints
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>C.3.1</b> Is the opening of the main entrance door of an adequate width?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/32 - Principal entrance
<b>Comments</b>
Replace 780mm doors with a door & a half set at least 800mm wide and preferably 900mm wide
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable loop for use throughout school.

<b>C.3.2</b> Is the fully glazed entrance door marked for visibility?
<b>Priority</b>
1 - Immediate/Urgent work
<b>Location</b>
Block 1 - 0/34A - School nursery
<b>Comments</b>
Provide glazing spots to better identify large glazed panel
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Colour notices to be placed on doors

<b>C.3.2</b> Is the fully glazed entrance door marked for visibility?
<b>Priority</b>
1 - Immediate/Urgent work
<b>Location</b>
Block 1 - 0/41 - play area entrance
<b>Comments</b>
Fit additional manifestation to identify glazed door panel
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>C.3.3</b> Can people either side of the door (both standing and seated) see each other or be seen?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/5 - Staff entrance
<b>Comments</b>
Retain blank door for security
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>C.3.3</b> Can people either side of the door (both standing and seated) see each other or be seen?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/32 - Principal entrance
<b>Comments</b>
Fit more appropriate vision panels - cost included in new door provision above
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
As there is no one currently in school in a wheelchair the doors will be refurbished on a rolling programme or prior to this if a specific need is identified.

<b>C.3.5</b> Is the door handle/control at a suitable height and easy to operate?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/32 - Principal entrance
<b>Comments</b>
Fit lever type handles at a lower level - cost included in new door provision above
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
As there is no one currently in school in a wheelchair the doors will be refurbished on a rolling programme or prior to this if a specific need is identified.

<b>C.3.5</b> Is the door handle/control at a suitable height and easy to operate?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/34A - School nursery
<b>Comments</b>
Lever handle at 1400mm for childrens security - not reasonable to lower this
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
For health and safety/security reasons this handle is to be kept at this height.

<b>C.3.5</b> Is the door handle/control at a suitable height and easy to operate?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/41 - play area entrance
<b>Comments</b>
Door handle at 1400mm for infant child's security - not reasonable to lower
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
for health and safety / security reasons

<b>C.3.8</b> Is the threshold level or flush with surface flooring?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/5 - Staff entrance
<b>Comments</b>
Remove 15mm wooden sill to remove a trip hazard
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
As there is no one currently in school in a wheelchair the doors will be refurbished on a rolling programme or prior to this if a specific need is identified.

<b>C.4.3</b> Does the door have both visual and tactile information?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/1 – Centre Entrance
<b>Comments</b>
Provide clear visual warnings and tactile paving to identify the door set
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>C.4.4</b> Does the door comply with British Standards?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 2 - 0/1 - Centre Entrance
<b>Comments</b>
Door has opening width of 1700mm but internal door opening button at 1560mm for childrens security
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>

<b>C.5.2</b> Does the lobby door meet disabled access criteria?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/1 - Centre Entrance
<b>Comments</b>
880mm double doors leading to activity rooms area needs lever handles fitting
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>C.5.2</b> Does the lobby door meet disabled access criteria?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/34A - School nursery
<b>Comments</b>
Provide bell at inner door to activity areas to alert staff to presence of a visitor
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
As there is no one currently in school in a wheelchair the doors will be refurbished on a rolling programme or prior to this if a specific need is identified.

<b>C.5.5</b> Are signs designated and positioned to inform those with visual impairments and wheelchair users with reduced eye level?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/32 - Principal entrance
<b>Comments</b>
Provide information signs in a more uniform font & colour scheme & at a lower level
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
HT/Secretary/Caretaker to source and display signs around school.

<b>C.5.5</b> Are signs designated and positioned to inform those with visual impairments and wheelchair users with reduced eye level?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/1 - Centre Entrance
<b>Comments</b>
Improve information signage designating Centre & nursery areas
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>C.5.8</b> Do hard floor surfaces avoid causing acoustic confusion?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/32 - Principal entrance
<b>Comments</b>
Consider laying carpet over woodblock flooring to minimise echo effect
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>C.6.2</b> Is the reception desk/checkout suitable for approach and use from either side in both a standing or seated position?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/32 - School Reception
<b>Comments</b>
Lower section of 1050mm high counter to 760mm & provide shelf or a knee recess
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Secretary can see if a disabled person is at the door and will greet them.

<b>C.6.5</b> Is there an induction loop fitted with signage to identify?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/32 - School Reception
<b>Comments</b>
Fit loop & display signage advertising its provision
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of a portable loop for use throughout school.

<b>C.6.5</b> Is there an induction loop fitted with signage to identify?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/1 - Centre Entrance
<b>Comments</b>
Fit loop & display signage advertising its provision
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>C.6.17</b> Is there a good mix of seating suitable for all disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/32 - School Reception
<b>Comments</b>
Provide a range of stable adjustable height seats with and without arms
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>C.6.17</b> Is there a good mix of seating suitable for all disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/1 - Centre Entrance
<b>Comments</b>
Provide a range of stable adjustable height seats with and without arms
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>D.1.2</b> Are corridors, passageways, aisles wide enough for a wheelchair and other people to pass through?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - Corridors
<b>Comments</b>
Section of corridor to staff entrance door only 1000mm wide - not practical to widen
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>D.1.6</b> Do wall, floor and ceiling finishes avoid visual confusion?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - Corridors
<b>Comments</b>
Repaint blue walls to better contrast with blue vinyl flooring
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This is now complete

<b>D.1.6</b> Do wall, floor and ceiling finishes avoid visual confusion?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/23A - Classroom corridor
<b>Comments</b>
Repaint blue walls to contrast better with blue slip resistant vinyl sheet flooring
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This is now complete

<b>D.1.7</b> Are there adequate visual signs to assist orientation?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Corridors
<b>Comments</b>
Provide room identification signs in a more uniform font & colour scheme & at a lower level
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
HT/Secretary/Caretaker to source and provide room id signs in uniform font and colour at lower level.

<b>D.1.7</b> Are there adequate visual signs to assist orientation?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/23A - Classroom corridor
<b>Comments</b>
Provide room identification signs in a more uniform font & colour scheme & at a lower level
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
HT/Secretary/Caretaker to source and provide room id signs in uniform font and colour at lower level.

<b>D.1.9</b> Are tactile signs available for use by people with impaired vision?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/23A - Classroom corridor
<b>Comments</b>
Provision of tactile signage elements included in general signage costed above
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
HT/Secretary/Caretaker to source and provide signs in uniform font and colour at lower level appropriate to those in attendance at school currently. There is no current need for tactile signage in school.

<b>D.1.9</b> Are tactile signs available for use by people with impaired vision?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Corridors
<b>Comments</b>
Provision of tactile signage elements included in general signage costed above
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
HT/Secretary/Caretaker to source and provide signs in uniform font and colour at lower level appropriate to those in attendance at school currently. There is no current need for tactile signage in school.

<b>D.1.15</b> Are textured surfaces used to convey information?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - Corridors
<b>Comments</b>
Consider use of textured surfaces to identify key routes & areas such as toilets
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Contrast has been provided

<b>D.2.2</b> Is there a clear view into the lobby from all directions?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/23 - Fire exit lobby
<b>Comments</b>
Fit more appropriate vision panels to doors to corridor 0/23A
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
There is currently no person in a wheelchair in school - doors will be refurbished on a rolling programme throughout school.

<b>D.2.2</b> Is there a clear view into the lobby from all directions?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/22 - Cloak room
<b>Comments</b>
Fit lower level vision panel to door to corridor 0/23
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
As there is no one currently in school in a wheelchair the doors will be refurbished on a rolling programme or prior to this if a specific need is identified.

<b>D.2.4</b> Do inner doors meet disabled access criteria?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/23 - Fire exit lobby
<b>Comments</b>
Vision panel provision to doors to corridor 0/23 costed above - & fit lever handles
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
As there is no one currently in school in a wheelchair the doors will be refurbished on a rolling programme or prior to this if a specific need is identified.

<b>D.2.10</b> Are signs provided and positioned to inform all disabled people?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 1/6 - Staircase lobby
<b>Comments</b>
Provide information signs in a more uniform font & colour scheme & at a lower level
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Secretary to download escape signage and Caretaker to place around school at an appropriate level.

<b>D.2.10</b> Are signs provided and positioned to inform all disabled people?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/23 - Fire exit lobby
<b>Comments</b>
Provide information signs in a more uniform font & colour scheme & at a lower level
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
HT/Secretary/Caretaker to source and provide signs in uniform font and colour at lower level appropriate to those in attendance at school currently.

<b>D.3.3</b> Is there sufficient circulation space for wheelchair users?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/41 - Nursery office
<b>Comments</b>
Small room - very limited space, not practical to alter
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>D.3.3</b> Is there sufficient circulation space for wheelchair users?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - 0/12 - Head teachers office
<b>Comments</b>
Rearrange loose furniture to improve circulation space
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.3</b> Is there sufficient circulation space for wheelchair users?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - Classrooms
<b>Comments</b>
Rearrange loose furniture to improve circulation space
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.3</b> Is there sufficient circulation space for wheelchair users?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - St Helen Auckland nursery
<b>Comments</b>
Rearrange loose furniture to improve circulation space
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.3</b> Is there sufficient circulation space for wheelchair users?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - School nursery rooms
<b>Comments</b>
Rearrange loose furniture & stored items to improve circulation space
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.3</b> Is there sufficient circulation space for wheelchair users?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 2 - 0/4 - Sensory/group room
<b>Comments</b>
Small room - not practical to rearrange furniture to accommodate wheelchair user
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.3</b> Is there sufficient circulation space for wheelchair users?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - 0/1 - Staff room
<b>Comments</b>
Rearrange loose furniture to improve circulation space
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>D.3.7</b> Are junctions between floor surfaces formed to prevent tripping hazards or to cause visual confusion?
<b>Priority</b>
1 - Immediate/Urgent work
<b>Location</b>
Block 1 - 0/16 - Assembly hall
<b>Comments</b>
Remove 20mm aluminium sill to entrance lobby 0/32
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Caretaker to remove sill and reform.

<b>D.3.10</b> Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 2 - 0/11 - Activity room
<b>Comments</b>
Door handles at 1500mm for childrens security - not practical to lower this
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.10</b> Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - School nursery rooms
<b>Comments</b>
Rearrange loose furniture & stored items to improve circulation space
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.10</b> Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Classrooms
<b>Comments</b>
Fit lower level vision panels - existing at 1350mm
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
We currently do not have any wheelchair users in school - doors are to be refurbished on a rolling programme and this will be reviewed if a specific need is identified.

<b>D.3.10</b> Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/16 - Assembly hall
<b>Comments</b>
Replace 690mm door set to corridor 0/23A with a door and a half set & fit lever handles
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
We currently do not have any wheelchair users in school - doors are to be refurbished on a rolling programme and this will be reviewed if a specific need is identified.

<b>D.3.10</b> Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - 0/1 - Staff room
<b>Comments</b>
Rearrange loose furniture to improve circulation space
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>D.3.10</b> Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/31 - Meeting/group room
<b>Comments</b>
No vision panel for privacy - maintain this feature
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>D.3.10</b> Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/8 - Administration office
<b>Comments</b>
Fit improved vision panels in both doors to room
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
We currently do not have any wheelchair users in school - doors are to be refurbished on a rolling programme and this will be reviewed if a specific need is identified.

<b>D.3.10</b> Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 2 - 0/4 - Sensory/group room
<b>Comments</b>
Door handle at 1500mm for childrens security - not practical to lower this
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

**D.3.10** Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?

**Priority**

1 - Immediate/Urgent work

**Location**

Block 1 - 0/41 - Nursery office

**Comments**

Fit manifestation to identify glazed door panel

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Not Specified

**Action / Future Plan**

This will be reviewed if a specific need is identified.

**D.3.10** Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 0/12 - Head teachers office

**Comments**

Fit lower level vision panel - existing at 1350mm is too high

**Compliant:** No **Timescale:** 3-6 Years **Funding:** Devolved Capital

**Action / Future Plan**

We currently do not have any wheelchair users in school - doors are to be refurbished on a rolling programme and this will be reviewed if a specific need is identified.

**D.3.10** Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 0/29 - Library

**Comments**

Fit more appropriate vision panels to doors to hall

**Compliant:** No **Timescale:** 3-6 Years **Funding:** Devolved Capital

**Action / Future Plan**

We currently do not have any wheelchair users in school - doors are to be refurbished on a rolling programme and this will be reviewed if a specific need is identified.

<b>D.3.10</b> Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - St Helen Auckland nursery
<b>Comments</b>
Fit additional manifestation to 860mm door & a half set from entrance foyer 0/1 in Block 2
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.10</b> Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 – Centre offices
<b>Comments</b>
Replace pull handle to 900mm door to office 0/43 from lobby 0/1
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.11</b> Are seating arrangements/spaces suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/11 - Activity room
<b>Comments</b>
Share accessible seating costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.11</b> Are seating arrangements/spaces suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/4 - Caretaker s office
<b>Comments</b>
Share accessible seating costed later in this audit
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.11</b> Are seating arrangements/spaces suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - School nursery rooms
<b>Comments</b>
Share accessible seating costed later in this audit
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.11</b> Are seating arrangements/spaces suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Classrooms
<b>Comments</b>
Share accessible seating costed later in this audit
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.11</b> Are seating arrangements/spaces suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/12 - Head teachers office
<b>Comments</b>
Share accessible seating costed later in this audit
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.11</b> Are seating arrangements/spaces suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/1 - Staff room
<b>Comments</b>
Share accessible seating costed later in this audit
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.11</b> Are seating arrangements/spaces suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/16 - Assembly hall
<b>Comments</b>
Share accessible seating costed later in this audit
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.11</b> Are seating arrangements/spaces suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - St Helen Auckland nursery
<b>Comments</b>
Share accessible seating costed later in this audit
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.11</b> Are seating arrangements/spaces suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/4 - Sensory/group room
<b>Comments</b>
Share accessible seating costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.11</b> Are seating arrangements/spaces suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/31 - Meeting/group room
<b>Comments</b>
Share accessible seating costed later in this audit
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/11 - Activity room
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - Centre offices
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seating available for use throughout school.

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/8 - Administration office
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - School nursery rooms
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/29 - Library
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Classrooms
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/16 - Assembly hall
<b>Comments</b>
Fit fixed loop & display signage advertising its provision
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of a portable loop for use throughout school.

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/12 - Head teachers office
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/1 - Staff room
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/31 - Meeting/group room
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/4 - Sensory/group room
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/4 - Caretaker s office
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/41 - Nursery office
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.12</b> Are all areas for assembly equipped with an induction loop and signage?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - St Helen Auckland nursery
<b>Comments</b>
Share portable loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.13</b> If use of an induction loop is precluded is an infra red system available?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/4 - Sensory/group room
<b>Comments</b>
Share portable infrared loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.13</b> If use of an induction loop is precluded is an infra red system available?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/16 - Assembly hall
<b>Comments</b>
Share portable infrared loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.13</b> If use of an induction loop is precluded is an infra red system available?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/12 - Head teachers office
<b>Comments</b>
Share portable infrared loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.13</b> If use of an induction loop is precluded is an infra red system available?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - Centre offices
<b>Comments</b>
Share portable infrared loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.13</b> If use of an induction loop is precluded is an infra red system available?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/31 - Meeting/group room
<b>Comments</b>
Consider provision of a portable infrared loop for use throughout the site
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of a portable loop for use throughout school.

<b>D.3.13</b> If use of an induction loop is precluded is an infra red system available?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/11 - Activity room
<b>Comments</b>
Share portable infrared loop costed later in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
HT to investigate costings of a portable loop for use throughout school.

<b>D.3.14</b> Are there telephones fitted with inductive loop couplers?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/8 - Administration office
<b>Comments</b>
Provide inductive coupler to one office handset
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.14</b> Are there telephones fitted with inductive loop couplers?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/41 - Nursery office
<b>Comments</b>
Provide inductive coupler to office handset
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable induction loop for use throughout school

<b>D.3.14</b> Are there telephones fitted with inductive loop couplers?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - 0/31 - Meeting/group room
<b>Comments</b>
Provide inductive coupler to office handset
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable inductive hearing loop for use throughout school.

<b>D.3.14</b> Are there telephones fitted with inductive loop couplers?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - Centre offices
<b>Comments</b>
Provide inductive coupler to one office handset
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
HT to investigate costings of a portable loop for use throughout school.

<b>D.3.14</b> Are there telephones fitted with inductive loop couplers?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - 0/12 - Head teachers office
<b>Comments</b>
Provide inductive coupler to office handset
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>D.3.15</b> Is a minicom available?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - Centre offices
<b>Comments</b>
Consider provision of a text phone to communicate with persons with hearing impairment
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
HT to investigate costings of a portable hearing loop for use throughout school.

<b>D.3.15</b> Is a minicom available?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/8 - Administration office
<b>Comments</b>
Consider provision of a text phone to communicate with persons with hearing impairment
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of a portable hearing loop for use throughout school.

<b>D.3.15</b> Is a minicom available?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/41 - Nursery office
<b>Comments</b>
Consider provision of a text phone to communicate with persons with hearing impairment
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of a portable hearing loop for use throughout school.

<b>D.3.16</b> Are fixtures and fittings within easy reach?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - Centre offices
<b>Comments</b>
Fit lever operated mixer tap to kitchenette area sink
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Currently we have no existing need - taps to be replaced on a rolling programme or if a specific need is identified.

<b>D.3.16</b> Are fixtures and fittings within easy reach?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - School nursery rooms
<b>Comments</b>
Fit lever operated tap to sink in 0/34
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently we have no existing need - taps to be replaced on a rolling programme or if a specific need is identified.

<b>D.3.16</b> Are fixtures and fittings within easy reach?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/29 - Library
<b>Comments</b>
Provide adjustable height PC workstation
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
adjustable seats are available - there are lap tops available and this will be reviewed if a specific need is identified.

<b>D.3.16</b> Are fixtures and fittings within easy reach?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Classrooms
<b>Comments</b>
Fit lever operated taps to classroom sinks
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently we have no existing need - taps to be replaced on a rolling programme or if a specific need is identified.

<b>D.3.16</b> Are fixtures and fittings within easy reach?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/1 - Staff room
<b>Comments</b>
Fit lever operated mixer tap to kitchenette area sink
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently we have no existing need - taps to be replaced on a rolling programme or if a specific need is identified.

<b>D.3.17</b> Are outlets, switches and controls easily reached?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - St Helen Auckland nursery
<b>Comments</b>
Lower light switches currently above 1400mm to a level at or below 1200mm
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently there are no members of staff in a wheelchair. The lights in the nursery are at an appropriate level for health and safety reasons.

<b>D.3.17</b> Are outlets, switches and controls easily reached?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 1/4 - Caretaker s office
<b>Comments</b>
Lower light switches currently above 1400mm to a level at or below 1200mm
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This is a resouce room - it is not wheelchair accessible as it is upstairs therefore lights do not need to be lowered.

<b>D.3.17</b> Are outlets, switches and controls easily reached?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/12 - Head teachers office
<b>Comments</b> Lower light switches currently above 1400mm to a level at or below 1200mm
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently the HT is not in a wheelchair this will be reviewed if a specific need arises.

<b>D.3.17</b> Are outlets, switches and controls easily reached?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/31 - Meeting/group room
<b>Comments</b>
Lower light switches currently above 1400mm to a level below 1200mm
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently we do not have any members of staff in a wheelchair this will be reviewed if a specific need arises.

<b>D.3.17</b> Are outlets, switches and controls easily reached?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/8 - Administration office
<b>Comments</b>
Lower light switches currently at 1400mm to a level below 1200mm
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently we do not have any members of staff in a wheelchair this will be reviewed if a specific need arises.

<b>D.3.17</b> Are outlets, switches and controls easily reached?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - Classrooms
<b>Comments</b>
Lower light switches currently above 1400mm to a level at or below 1200mm
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently we do not have any staff or children in a wheelchair this will be reviewed if a specific need arises.

<b>D.3.17</b> Are outlets, switches and controls easily reached?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/1 - Staff room
<b>Comments</b>
Lower light switches currently at 1400mm to a level below 1200mm
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently we do not have any members of staff in a wheelchair this will be reviewed if a specific need arises.

<b>D.3.17</b> Are outlets, switches and controls easily reached?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/29 - Library
<b>Comments</b>
Lower light switches currently above 1400mm to a level at or below 1200mm
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently we do not have any members of staff or children in a wheelchair this will be reviewed if a specific need arises.

<b>D.3.17</b> Are outlets, switches and controls easily reached?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/16 - Assembly hall
<b>Comments</b>
Lower light switches currently above 1400mm to a level at or below 1200mm
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently we do not have any members of staff or children in a wheelchair this will be reviewed if a specific need arises.

<b>E.1.2</b> Is the ramp accompanied by steps for ambulant disabled people?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/33 - Ramp to infant toilets
<b>Comments</b>
Form steps to ramp
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is insufficient room to form steps next to this ramp - ambulant disabled people can easily use ramp.

<b>E.1.3</b> Is the ramp wide enough and is the gradient suitable?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/37 - Nursery area ramp
<b>Comments</b>
Gradient of 1:9 with 3m going - not practical to alter
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>E.1.4</b> Are adequate handrails provided to both sides, including tapping rails?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/37 - Nursery area ramp
<b>Comments</b>
Not practical to fit to either side of ramp
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>E.1.5</b> Is the surface slip resistant and does it contrast with surrounding finishes?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/37 - Nursery area ramp
<b>Comments</b>
Highlight ramp surface in contrasting colour to identify slope
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of replacing whole surface.

<b>E.1.5</b> Is the surface slip resistant and does it contrast with surrounding finishes?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/33 - Ramp to infant toilets
<b>Comments</b>
Highlight ramp surface in contrasting colour to identify slope
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Ht to investigate costings - we do not have a visually impaired child in nursery/infant.

<b>E.3.3</b> Are the treads long enough and all of the same length?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/5 - Stairs
<b>Comments</b>
Not reasonable to reform 230mm goings
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>E.3.6</b> Are adequate handrails provided to both sides, including tapping rails?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/5 - Stairs
<b>Comments</b>
Replace wooden handrail with one of round or oval section - not practical to fit additional rail
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
This will be replaced within 12 months.

<b>F.1.2</b> Does the door and door furniture comply with BS8300?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
All doors
<b>Comments</b>
See details below or recorded elsewhere in this audit
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
All doors to be refurbished on a rolling programme.

<b>F.1.4</b> Are glass doors clearly visible when closed?
<b>Priority</b>
1 - Immediate/Urgent work
<b>Location</b>
Block 2 - All doors
<b>Comments</b>
Provision of manifestation to doors costed elsewhere in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>F.1.5</b> Can people on both sides of the door see each other and be clearly seen?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - All doors
<b>Comments</b>
Vision panel provision costed elsewhere in this audit
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
All doors to be refurbished on a rolling programme.

<b>F.1.10</b> Are the controls easily gripped and operated?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
All doors
<b>Comments</b>
Fit lever handles to replace or supplement any pull handles that are hard to grip
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
All doors to be refurbished on a rolling programme.

<b>F.1.11</b> Are suitable entry phones and security systems provided?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - All doors
<b>Comments</b>
Some doors have second high level handle for security of infant children - not reasonable to alter
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>G.1.3</b> Is the WC door easily negotiated?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/6 -Ambulant toilet
<b>Comments</b>
Replace thumb turn lock with more easily gripped and operated lock
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>G.1.5</b> Is there sufficient space to manoeuvre and open doors?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/10 - Centre toilet
<b>Comments</b>
Rehang door to 1600mm x 1600mm cubicle to open outwards into the washroom
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>G.1.5</b> Is there sufficient space to manoeuvre and open doors?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/4 - Girls toilet
<b>Comments</b>
Rehang door to 1x 1600mm x 800mm cubicle to open outwards into washroom
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
for health and safety reasons the door should not open outwards this will be reviewed if a specific need arises.

<b>G.1.5</b> Is there sufficient space to manoeuvre and open doors?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/2 - Female staff toilet
<b>Comments</b>
Rehang door to 1x 1500mm x 800mm cubicle to open outwards into washroom
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
This will be reviewed if a specific need is identified.

<b>G.1.5</b> Is there sufficient space to manoeuvre and open doors?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/21 - Boys toilet
<b>Comments</b>
Rehang door to 1x 1600mm x 800mm cubicle to open outwards into washroom
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
for health and safety reasons the door should not open outwards this will be reviewed if a specific need arises.

<b>G.1.5</b> Is there sufficient space to manoeuvre and open doors?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/39 - Nursery toilet
<b>Comments</b>
Rehang door to 1x 1500mm x 800mm cubicle to open outwards into washroom
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
for health and safety reasons the door should not open outwards this will be reviewed if a specific need arises.

<b>G.1.5</b> Is there sufficient space to manoeuvre and open doors?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/6 - Boys toilet
<b>Comments</b>
Rehang cubicle door to 1600mm x 800mm cubicle to open outwards into washroom
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
for health and safety reasons the door should not open outwards this will be reviewed if a specific need arises.

<b>G.1.5</b> Is there sufficient space to manoeuvre and open doors?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/36 - Infant toilets
<b>Comments</b>
Rehang door to 1x 1500mm x 800mm cubicle to open outwards into washroom
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Reception toilets - there is sufficient room to manoeuvre as the children in reception are small.

<b>G.1.5</b> Is there sufficient space to manoeuvre and open doors?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/38 - Infants toilets
<b>Comments</b>
Rehang door to 1x 1500mm x 800mm cubicle to open outwards into washroom
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
These are nursery toilets not infant toilets - for health and safety reasons the doors remain open.

<b>G.1.5</b> Is there sufficient space to manoeuvre and open doors?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/26 - Girl s toilet
<b>Comments</b>
Rehang door to 1x 1600mm x 800mm cubicle to open outwards into washroom
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
for health and safety reasons the door should not open outwards this will be reviewed if a specific need arises.

<b>G.1.6</b> Are all fittings readily distinguishable from their background?
<b>Priority</b>
1 - Immediate/Urgent work
<b>Location</b>
Block 1 - 0/6 - Boys toilet
<b>Comments</b>
Highlight nosing of 180mm quarry tiled step to urinal stall to clearly identify it
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Caretaker to paint one inch yellow paint on step - summer 2008

<b>G.1.6</b> Are all fittings readily distinguishable from their background?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/39 - Nursery toilet
<b>Comments</b>
Make wash basins more accessible & fit lever operated taps
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Toilets to refurbished on a rolling programme - of if a specific need is identified.

<b>G.1.6</b> Are all fittings readily distinguishable from their background?
<b>Priority</b>
1 - Immediate/Urgent work
<b>Location</b>
Block 1 - 0/21 - Boys toilet
<b>Comments</b>
Highlight 150mm step to urinal to identify it
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Caretaker to highlight step with yellow paint Summer 2008

<b>G.1.7</b> Are the compartment door controls easily gripped and operated?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/6 -Ambulant toilet
<b>Comments</b>
Replace thumb turn lock with one more easily gripped and operated
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>G.1.7</b> Are the compartment door controls easily gripped and operated?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/26 - Girl s toilet
<b>Comments</b>
Fit light action privacy bolt with emergency opening mechanism & easily gripped handle to door
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Bolts to he changed and situation monitored.

<b>G.1.7</b> Are the compartment door controls easily gripped and operated?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/21 - Boys toilet
<b>Comments</b>
Fit light action privacy bolt with emergency opening mechanism & easily gripped handle to door
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Bolts to he changed and situation monitored.

<b>G.1.8</b> Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/10 - Centre toilet
<b>Comments</b>
Fit grab rail to cubicle with re-hung door & identify provision of rail in it
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>G.1.8</b> Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/39 - Nursery toilet
<b>Comments</b>
Any child will be assisted
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>G.1.8</b> Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/4 - Girls toilet
<b>Comments</b>
Fit grab rail to cubicle with re-hung door & identify provision of rail in it
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Toilets to be refurbished on a rolling programme or if a specific need arises.

<b>G.1.8</b> Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/2 - Female staff toilet
<b>Comments</b>
Fit grab rail to cubicle with re-hung door & identify provision of rail in it
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Toilets to be refurbished on a rolling programme or if a specific need arises.

<b>G.1.8</b> Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/6 -Ambulant toilet
<b>Comments</b>
Fit grab rails to assist a user to lower and/or raise themselves within cubicle
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>G.1.8</b> Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/38 - Infants toilets
<b>Comments</b>
Fit grab rail to cubicle with re-hung door & identify provision of rail in it
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Nursery children - no current need for grab rail this will be reviewed if a specific need is identified.

<b>G.1.8</b> Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/21 - Boys toilet
<b>Comments</b>
Fit grab rails to assist a user to lower and/or raise themselves within cubicle & fit rail to urinal
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Toilets to be refurbished on a rolling programme or if a specific need arises.

<b>G.1.8</b> Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/6 - Boys toilet
<b>Comments</b>
Fit grab rails to assist a user to lower and/or raise themselves within cubicle & fit rail to urinal
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Toilets to be refurbished on a rolling programme - of if a specific need is identified.

<b>G.1.8</b> Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/26 - Girl s toilet
<b>Comments</b>
Fit grab rail to cubicle with re-hung door & identify provision of rail in it
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Toilets to be refurbished on a rolling programme or if a specific need arises.

<b>G.1.8</b> Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/36 - Infant toilets
<b>Comments</b>
Fit grab rail to cubicle with re-hung door & identify provision of rail in it
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Reception toilets - there is sufficient room to manoeuvre as the children in reception are small.

<b>G.2.1</b> Is provision made for wheelchair users?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Commercial nursery area
<b>Comments</b>
Form unisex accessible toilet for the use of all adults, both able bodied & disabled
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
HT to speak to Sure Start Manager

<b>G.2.1</b> Is provision made for wheelchair users?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - School nursery wing
<b>Comments</b>
Form unisex accessible toilet for the use of all adults, both able bodied & disabled
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
There is no current need for an accessible toilet in this area - there is an accessible toilet that can be used in school. This will be reviewed when a specific need is identified.

<b>G.2.3</b> Is the location clearly signed using colour and tonal contrasts?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/9 - Disabled toilet
<b>Comments</b>
Improve location & identification signage of accessible facility
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Signage to be improved around school.

<b>G.2.3</b> Is the location clearly signed using colour and tonal contrasts?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/7 - Accessible toilet
<b>Comments</b>
Improve location & identification signage of accessible facility
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>G.2.4</b> Is it a corner layout?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/9 - Disabled toilet
<b>Comments</b>
Reform peninsular unit as a corner suite
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
This will be reviewed when a specific need is identified it is still accessible for disabled and ambulant disabled people to use.

<b>G.2.6</b> Are door fittings, locks, lighting easily reached and operated?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/7 - Accessible toilet
<b>Comments</b>
Replace thumb turn lock with one more easily gripped and operated
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

**G.2.7** Is there an emergency call system with reset button and someone designated to respond?  
Can the alarm be operated from floor level?

**Priority**

1 - Immediate/Urgent work

**Location**

Block 2 - 0/7 - Accessible toilet

**Comments**

Fit alarm pull cord reaching to floor level - cord missing at present

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Not Specified

**Action / Future Plan**

**G.2.8** Are hand washing and drying facilities within easy reach of someone seated on the WC?

**Priority**

2 - As soon as possible

**Location**

Block 2 - 0/7 - Accessible toilet

**Comments**

Resite soap and towel dispensers within reach of a person seated on the pan

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Not Specified

**Action / Future Plan**

**G.2.9** Are all fittings suitable and comply in type and position with BS8300?

**Priority**

2 - As soon as possible

**Location**

Block 2 - 0/7 - Accessible toilet

**Comments**

Fit larger mirror and a colostomy bag shelf

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Not Specified

**Action / Future Plan**

**G.2.13** Is the compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer both unassisted and assisted?

**Priority** 2 - As soon as possible

**Location**

Block 1 - 0/9 - Disabled toilet

**Comments**

2000mm x 1800mm cubicle - space limited & suite should be refitted as a corner unit [costed above]

**Compliant:** No **Timescale:** 3-6 Years **Funding:** Devolved Capital

**Action / Future Plan**

Currently we have no wheelchair users in school - ambulant disabled people can easily use the facility - this will be reviewed if a specific need is identified.

<b>G.2.14</b> Are door fittings, locks and lighting easily reached and operated?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/9 - Disabled toilet
<b>Comments</b>
Replace thumb turn lock with a more easily operated light action bolt
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
All doors to be refurbished on a rolling programme.

<b>G.2.16</b> Is there adequate space either side of the WC for assisted use?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/9 - Disabled toilet
<b>Comments</b>
Limited space for an assistant - refitting suite as a corner unit costed above
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
This will be reviewed when a specific need is identified

<b>G.2.17</b> Are all fittings suitable and comply in type and position with BS8300?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/9 - Disabled toilet
<b>Comments</b>
Refit as a fully compliant corner suite with all necessary fittings
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
This will be reviewed when a specific need is identified

<b>G.2.21</b> Is the lighting adequate?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/9 - Disabled toilet
<b>Comments</b>
Improve lighting level within cubicle
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Wattage to be improved. Caretaker to change bulb summer 2008

<b>G.3.2</b> Is a shower compartment provided which is suitable for use by people with disabilities?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/2 - Female staff shower
<b>Comments</b>
Cubicle is narrow & washroom is too small to enlarge cubicle
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
this will be reviewed when a specific need arises.

<b>G.3.4</b> Have a tip-up seat and suitable handrails been provided?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/2 - Female staff shower
<b>Comments</b>
Provide tip up seat with adequate handrails for additional support to adjustable height shower
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
This will be reviewed when a specific need is identified

<b>H.2.3</b> Are the seats stable, with arm rests, and are they provided in a range of heights?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Generally
<b>Comments</b>
Provide a range of adjustable height seats with and without arms for use throughout the building
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
There is a range of seats available for use throughout school.

<b>H.4.1</b> Is the lighting designed to meet a wide range of users needs?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Generally
<b>Comments</b>
Lighting improvements recommended and costed previously in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Caretaker to change the wattage of lighting and corridors around school to be painted.

<b>H.4.2</b> Is the level of lighting sufficient for intended use?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Generally
<b>Comments</b>
Lighting improvements recommended and costed previously in this audit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Caretaker to change the wattage of lighting and corridors around school to be painted.

<b>H.5.6</b> Are induction loops fitted wherever information is given or meetings are being held?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Generally
<b>Comments</b>
Provide portable loop for use throughout the site where and when required
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable loop for use throughout school.

<b>H.5.7</b> If the use of an induction loop is precluded is an infra red system available?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Generally
<b>Comments</b>
Provision of infra red induction loop costed previously
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
HT to investigate costings of portable loop for use throughout school.

<b>I.1.2</b> Is the kitchen provided with fittings suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/6 - Centre kitchenette
<b>Comments</b>
Fit lever operated mixer tap to sink unit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>I.1.2</b> Is the kitchen provided with fittings suitable for use by people with disabilities?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 2 - 0/8 - Centre kitchenette
<b>Comments</b>
Fit lever operated mixer tap to sink unit
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>I.1.2</b> Is the kitchen provided with fittings suitable for use by people with disabilities?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - 0/7 - School kitchen
<b>Comments</b>
Provide accessible worktops and equipment
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
There is currently no disabled people working in the kitchen. This will be reviewed if a specific need is identified.

<b>I.1.3</b> Is the kitchen of adequate size and layout for use by people with disabilities?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 2 - 0/6 - Centre kitchenette
<b>Comments</b>
Very small area and not practical to enlarge - wheelchair user would find access difficult
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>I.1.3</b> Is the kitchen of adequate size and layout for use by people with disabilities?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 2 - 0/8 – Centre kitchenette
<b>Comments</b>
Very small area and not practical to enlarge - wheelchair user would find access difficult
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>I.1.4</b> Are work surfaces adequate?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 2 - 0/6 - Centre kitchenette
<b>Comments</b>
Not practical to provide lower level units - existing at 900mm
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>I.1.4</b> Are work surfaces adequate?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - 0/7 - School kitchen
<b>Comments</b>
Provision of accessible worktops and equipment costed above
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
There is currently no disabled people working in the kitchen. This will be reviewed if a specific need is identified.

<b>I.1.4</b> Are work surfaces adequate?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 2 - 0/8 - Centre kitchenette
<b>Comments</b>
Not practical to provide lower level units - existing at 900mm
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>

<b>I.1.5</b> Can all fixtures, fittings and appliances including switches and controls be easily reached and operated?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 1 - 0/7 - School kitchen
<b>Comments</b>
Provision of accessible worktops and equipment costed above
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
There is currently no disabled people working in the kitchen. This will be reviewed if a specific need is identified.

<b>I.1.8</b> Does the floor have a slip resistant finish?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/7 - School kitchen
<b>Comments</b>
Ceramic tiles have non-slip surface but we recommend they are replaced with a safety floor covering
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
This will be reviewed when a specific need is identified

<b>K.1.1</b> Is the audible alarm supplemented by a visual system?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Generally
<b>Comments</b>
Install LED visual beacons to supplement the audible alarm system
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Fire Safety officer to advise

<b>K.1.2</b> Are ground floor exit routes as accessible as entrance routes?
<b>Priority</b>
1 - Immediate/Urgent work
<b>Location</b>
Block 0 - Generally
<b>Comments</b>
Provide all stepped emergency exits with ramps
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Currently we do not have any children or staff in wheelchairs - this will be reviewed if a specific need is identified.

<b>K.1.4</b> If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge and are there signs designating?
<b>Priority</b>
1 - Immediate/Urgent work
<b>Location</b>
Block 0 - Generally
<b>Comments</b>
Review all existing escape provisions and improve where required
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Fire safety officer to assist with PEEPs and escape provision including advice on refuges.

<b>K.1.5</b> Are the places of safety or refuge large enough for the projected no of people likely to need them and are evac chairs available with trained staff?
<b>Priority</b>
1 - Immediate/Urgent work
<b>Location</b>
Block 0 - Generally
<b>Comments</b>
Review all existing escape provisions and improve where required
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Fire safety officer to assist with PEEPs and escape provision including advice on refuges.

<b>K.1.6</b> Is there a personal egress plan in place for any member of staff who may require assistance?
<b>Priority</b>
6 - No action reasonably practical
<b>Location</b>
Block 0 - Generally
<b>Comments</b>
Provide plan for any staff member requiring assistance in an emergency, when the need arises
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Risk Assessment completed for ambulant disabled member of staff. Draft plan in place. Note beside signing in book asking if a visitor needs assistance to let a member of staff know.

**ACCESS  
TO  
CURRICULUM**

<b>Curriculum ID: 1</b>
<b>Question</b>
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
All staff have had training in supporting children with SEN and this takes place on an on-going basis. Individual staff have attended training relating to specific issues for example, teaching assistants are trained in the delivery of a number of speech and language programmes and dyspraxia, motor programme, ASD, ADHD, Downe Syndrome, behavioural difficulties.

<b>Curriculum ID: 2</b>
<b>Question</b>
Are your classrooms optimally organised for disabled pupils?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Not Specified
<b>Details / Future Plan</b>
Classrooms are organised according to the needs of individual groups of children using the room at that time. EG in a class with a significant number of children with emotional and behavioural difficulties individual workstations are provided to ensure children can work undisturbed. One child has a low level table and chair provided. Interactive whiteboards in all classrooms, there are blinds in all classrooms. Information on individual children is available in planning files and on the gateway.

<b>Curriculum ID: 3</b>
<b>Question</b>
Do lessons provide opportunities for all pupils to achieve?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Not Applicable
<b>Details / Future Plan</b>
The school is committed to the principles of teaching and learning in a range of styles to meet individual children's needs. Assessment for learning ensures that the next steps in children's learning are identified and acted upon. Lessons provide opportunities for individual group and whole class work and ensure that visual, aural and kinaesthetic approaches are used.

<b>Curriculum ID: 4</b>
<b>Question</b>
Are all pupils encouraged to take part in music, drama and physical activities?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Not Applicable
<b>Details / Future Plan</b>
The school values the creative arts highly. We ensure that all children are encouraged and have the opportunity and support to access the curriculum. This includes specialist resources, teaching programmes, and timetabling to ensure all children's needs are met where possible. Opportunities to take part in music, art, dance and drama takes places both during and after normal school day.

<b>Curriculum ID: 5</b>
<b>Question</b>
Do staff recognise and allow for the considerable effort expended by some pupils with disabilities, to access the curriculum?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Not Applicable
<b>Details / Future Plan</b>
All staff ensure that there is flexibility in teaching and the curriculum to allow children to access at their level of need eg where children have a physical difficulty which may prevent them taking part in the whole of a PE lesson they are given the opportunity to take frequent rests and to decide when the need to stop. Other children such as those with ASD may need individual physical activity sessions before the class PE lesson to ensure they can access it. Children with emotional and behavioural difficulties have opportunities for time out from lessons when they require it.

<b>Curriculum ID: 6</b>
<b>Question</b>
Do staff recognise and allow for the additional time required by some pupils with disabilities, to use equipment in practical work?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
Children are given opportunities to complete unfinished work during the week, special arrangements are made during assessment periods for children who may need to work in small groups, or alone. Teachers ensure that all children have the opportunity to engage in practical activities and recognise that this may mean that some children need to access these activities for a longer period than others. Learning opportunities are frequently open ended to ensure that all children can access tasks at their level and ability.

<b>Curriculum ID: 7</b>
<b>Question</b>
Have you considered the impact of the timetable on pupils with disabilities?
<b>Yes - Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
Staff ensure that timetable design is driven by the needs of pupils in any particular teaching group.

<b>Curriculum ID: 8</b>
<b>Question</b>
Is provision made for pupils with disabilities who cannot engage in particular activities?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
Where pupils find it difficult to engage alternative provision is provided for example where a child has fine motor difficulties handwriting may not be the most appropriate method of recording and ICT can provide an alternative.

<b>Curriculum ID: 9</b>
<b>Question</b>
Do you provide a range of I.C.T. access aids and adaptations?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Not Specified
<b>Details / Future Plan</b>
Large keyboards, roller ball mouse, access to ICT where handwriting is a problem. Use of Clicker software, sloping screen for close work.

**Curriculum ID: 10**

**Question**

Do all pupils have access to the wider curriculum including extra-curricular activities?

**Yes - Timescale:** Ongoing **Funding:** Not Applicable

**Details / Future Plan**

Parents are welcome to assist children when the need arises.

**Curriculum ID: 11**

**Question**

Are there high expectations of all pupils?

**Yes - Timescale:** Ongoing **Funding:** Not Applicable

**Details / Future Plan**

We are a highly inclusive school with the highest expectations of ALL children.

**ACCESS  
TO  
INFORMATION**

**Information ID: 1****Question**

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

**Yes - Timescale:** Ongoing **Funding:** Other Funding

**Details / Future Plan**

One child in school currently who is visually impaired - we provide a stand for work. All information is provided in simple language. We have provided larger print for SAT papers in the past.

**Information ID: 2****Question**

Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

**Yes - Timescale:** Ongoing **Funding:** Other Funding

**Details / Future Plan**

All newsletters are read out to children, Parent Support Advisor is available to read out letters/information to parents.

**Information ID: 3****Question**

Do you have the facilities such as ICT to produce written information in different formats?

**Yes - Timescale:** Ongoing **Funding:** Other Funding

**Details / Future Plan**

All teaching and non-teaching staff are trained in all aspects of ICT, we have an ICT suite and provide ICT training for parents.

# ANNEXES

**Minutes of the Meeting of the Accessibility Group  
held on**

\_\_\_\_\_ at \_\_\_\_\_  
in the school hall.

**Present:**

**Apologies:** Apologies for absence were received and accepted from \_\_\_\_\_

Action		
	<b>RESOLVED:</b> THAT _____ be appointed Chair for the meeting.	<b>1 Appointment of Chair</b>
	<p>The Headteacher informed the group that the main constituent parts of the plan are derived from the three planning duties i.e.</p> <ul style="list-style-type: none"> <li>➤ Increasing access to the curriculum;</li> <li>➤ Improving the physical environment;</li> <li>➤ Providing information in different formats.</li> </ul> <p>The Physical Audit was circulated and the group discussed its findings and a general understanding was made that this would identify physical areas of none compliance.</p> <p><b>RESOLVED:</b> THAT the above be noted.</p>	<b>2 Overview of Plan and Constituent Parts</b>
	<p>The group discussed the school's objectives and it was</p> <p><b>RESOLVED:</b> THAT the objectives be agreed.</p>	<b>3 Objectives</b>
SENCo	<p>The group discussed in detail how pupil data would be sourced.</p> <p><b>RESOLVED:</b> THAT the SENCo contact the SEN Team in County Hall to access information on future pupil disabilities</p>	<b>4 Source of pupil data</b>
HT Governor	<p>Available training was discussed in detail</p> <p><b>RESOLVED:</b> THAT the HT and Governor will attend the training at County Hall on 30<sup>th</sup> March 2006 and disseminate the training to all staff and Governors.</p>	<b>5 Training</b>
DHT Group  DHT/HT	<p><b>RESOLVED:</b></p> <ul style="list-style-type: none"> <li>a) THAT the HT agreed to populate the plan;</li> <li>b) THAT the group agreed to meet prior to the full Governing Body meeting in order to prepare an update for Governors.</li> <li>c) THAT the school advertise in the school newsletter/brochure and School Profile that the plan is available at school by prior appointment with the HT</li> </ul>	<b>6 Way Forward</b>
	<p>The group discussed methods of funding of any improvements identified in the plan.</p> <p><b>RESOLVED:</b> THAT it be noted that at this stage the three main funding sources are devolved capital, schools revenue budget and access initiative funding which must be applied for.</p>	<b>7 Funding</b>

# St. Helen Auckland Primary School

## Evacuation of Disabled People Plan

### THE PURPOSE OF THE PLAN

The Purpose of this Plan is to ensure that individuals with disabilities will be able to evacuate the premises safely in the event of an emergency.

### AWARENESS OF INDIVIDUALS WITH DISABILITIES

We are aware of pupils and staff with disabilities that need assistance with evacuation. We will attempt to identify other individuals that might have difficulty evacuating the premises or who might need assistance. We will do this by encouraging visitors to the premises that have disabilities and need assistance in the case of an emergency to identify themselves to a member of staff. A sign is sited in the reception area above the visitors sign in book. That states:

***IF YOU NEED ASSISTENCE IN EVACUATING THE PREMISES IN THE CASE OF AN EMERGENCY PLEASE MAKE THAT KNOWN TO A MEMBER OF STAFF***

At that time will make visitors aware of the **Refuge Areas** and our standard **Personal Emergency Evacuation Plans (PEEPs)** (see below)

### USE OF REFUGES

There are three refuge areas and there are located at:

- The end of the Key stage 2 corridor
- In the corner of the hall next to the P.E. store
- In the reception waiting room area

***ALL REFUGE AREAS ARE CLEARLY SIGNED***

In order to control the evacuation the Evacuation Management Team (EMT), that is made up of:

- Headteacher
- Head of Year Key Stage 1
- Head of Year Key Stage 2

In the case of emergency the EMT will visit each refuge and use the information given at sign in to establish:

- How many disabled people there are in the building
- The nature of their disability
- The refuge or refuges in which they are located

At all times individuals with disabilities will be kept informed of the situation and told about the actions that EMT members will be taking in order to effect their safe evacuation.

## EVACUATION USING STAIRWAYS

Visually impaired people will be guided on level surfaces by allowing them to take a trained helper's arm and follow the helper. On stairways the helper will descend first and the visually impaired person will be asked to follow with a hand on the helper's shoulder. If a visually impaired person is accompanied by a guide dog, the person will be asked how best the animal can be helped. For example some guide dogs follow on their owner's command but generally, when a helper is leading a visually impaired person, the guide dog will be held by the leash, as apposed to the harness.

The lift to the first floor is neither an evacuation lift nor a fire-fighting lift. Therefore evacuation from the first floor for individuals with disabilities will be via the staircase.

Whilst many disabled people are able to descend (or ascend) a stairway, possibly with assistance, others might need to be carried. Where wheelchair users need to be carried, it is generally preferable for them to be carried in their own chair, but evacuation chairs will be made available are an option. The method of evacuation will be discussed with the individuals concerned and incorporated into their Standard or PEEP.

**NOTE:** Members of staff designated by the EMT to help disabled people evacuate in the event of fire will be fully trained in the techniques of helping them to evacuate in this way i.e. manually handling and any other associated training.

**NOTE:** Where equipment is provided to assist in the evacuation of disabled people (e.g. evacuation chairs, stair traversing devices etc) we will ensure that its operational capability is maintained.

## USE OF PERSONAL EMERGENCY EVACUATION PLANS (PEEPs)

We recommended Personal Emergency Evacuation Plans (PEEPs) are for those people with disabilities using the premises on a regular basis that require assistance to leave the building. PEEPs will be written by management in conjunction with the individual(s) concerned and are based on knowledge of the structural provisions within the building. PEEPs will explain the method of escape to be used in each area of the building on a case-by-case basis, and when agreed one copy is given to the individual and one copy is retained by the SMT. For those individuals with disabilities that visit the premises we will provide a standard plan when they sign in at reception.

Through the recording of PEEPs, the SMT will be aware of the amount of staff support required for each evacuation.

## REVIEW

This plan will be reviewed on an annual basis.

**St. Helen Auckland Primary School - E MAIL**

**To:** Ian Henry/DCC

**cc:**

**Subject:** Accessibility Action Plan – Information ID No. 1

Good morning - we have had an access audit carried out by the independent auditor IPF and they have assessed the outside of our school site. On further investigation it appears that:

A.1.2 Within convenient distance of public transport - Public transport on Manor Road, over 350m away – please can you look to moving the bus stop nearer the school site to ease access.

A.1.4 Is the route clearly marked and found? - Signpost route to pedestrian entrance off Melrose Drive – please can you look at providing an appropriate sign be placed off Melrose Drive to show pedestrian access.

A.1.5 Is the route identified by visual, audible and tactile information?- Block 0 - Manor Road & Melrose Drive – please can you identify the pedestrian crossing point on Melrose Drive using tactile paving as we currently have a child with impaired vision attending the school.

A.1.10 Is the route free of hazards such as building features, litter bins?- Block 0 - Manor Road & Melrose Drive – please can lamp posts be highlighted as we currently have a child with impaired vision attending the school.

I would appreciate your comments on our requests.

Kind regards

Headteacher