

Charvil Piggott Primary School

Access Audit 2016-2019

Initial Audit completed on 04.10.2016

Updated on 07.09.2017

<p>What is an Access Audit?</p>	<p>An access audit is a measure of how well our school environment and method of service delivery meets the needs of all our stakeholders: visitors, staff, parents and carers of current pupils, pupils, etc. It is also a process through which potential barriers to access may be identified and recorded along with suggested improvements in a way that enables responsible persons within the school to move towards planning and implementing change.</p>	
<p>Why Complete an Access Audit?</p>	<p>Employers have a duty under the Disability Discrimination Act 1995 (DDA) and SEN and Disability Act 2001:</p> <ol style="list-style-type: none"> 1. not to treat disabled pupils less favourably for a reason related to their disability; 2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; 3. to plan to increase access to education for disabled pupils. 	
<p>The Journey Sequence</p>	<p>The audit of the school follows a “journey sequence” from approval, entrance, circulation through the school, facilities and exit. By following this process we are able to consider the suitability of the environment its features and any potential barriers.</p>	
<p>Timescale</p>	<p>The audit is carried out when the building is in use, as this will give the best picture of how the building is used.</p>	
<p>A) Approach Routes and Street Furniture</p>	<p>Comments</p>	<p>Details</p>
<p>1. Is the school within convenient walking distance of:</p> <ul style="list-style-type: none"> • public highways and pathways 	<p>Yes</p>	

<ul style="list-style-type: none"> • public transport • car parking 		
<p>2. Route free of kerbs?</p> <p>Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are Deaf/Blind?</p>	<p>No</p> <p>Yes</p> <p>N/A</p>	<p>Pavement to left of main car park entrance the kerb needs lowering to allow curb free access from Park Lane. (Appendix 1)</p> <p>The pavement by the entrance to the Staff Car Park from Park Lane also does not benefit from having a dropped kerb.</p>
<p>3. Wide Enough? Are pathways and routes wide enough for suitable passing places for wheelchair users? Is plantation trimmed back and low branches avoided?</p>	<p>Yes</p>	
<p>4. Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?</p>	<p>Yes</p>	
<p>5. Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?</p>	<p>Yes</p>	<p>New signage requested with Wokingham Borough Council August 2016 from Old Bath Road to promote improved access to the school when locating the school following Sat. Nav. tools.</p>
<p>6. Free from hazards such as bollards, litter bins. Planted features kept to a minimum and colour contrasted.</p>	<p>Yes</p>	<p>Bollards are located for pedestrian safety and are colour contrasted.</p> <p>Planters at the front of the school are colour contrasted.</p>
<p>7. Free from hazardous building features such as outward opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?</p>		<p>Main entrance door as all classroom doors open outwards as they are fire doors.</p> <p>Need to mark the edge of the Foundation fence when approaching from the playground heading towards the Foundation gate and East Park Farm car park (Appendix 2)</p>
<p>8. Adequate seating provided along routes? Is there seating where parents wait to</p>	<p>Yes</p>	

pick up / drop off their children?		
------------------------------------	--	--

B) Car Parking	Comments	Details
1. Are accessible bays provided for badge holders?	Yes	
2. Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of bays?		Disabled bays in staff car park and East Park Farm car park are not labelled – this needs action. Car park markings are clear in both car parks. Recommendation for disabled access information to be put on the school contact us page and the SEN information page.
3. Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheelchair park alongside?	Yes	
4. Close enough to facilities the car park serves?	Yes	
5. Routes from parking area to school entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?		
C) External ramps	None applicable	
D) External steps	None applicable	
E) Entrances		
1. Main school entrances easy to find? Is the entrance clearly distinguishable from façade?	Yes	
2. Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open door while clear of door swing?	Yes	
3. Level or Flush threshold?	Level	

4. If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?	N/A	
5. Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?	Glass door	
6. Door control at suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?	Yes	
7. Door closer of appropriate type? Can the door be easily opened single handed?	Yes	
8. Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	Yes – but no LED display	
9. Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?	Yes	
10. Weather mat of firm texture and flush with floor,	Yes	
F) Reception Area and Lobbies		
1. Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	Yes	
2. Transitional lighting? Is the entrance lobby and reception area well illuminated?	Yes	
3. Reception/ desk / counter / checkout suitable for approach and use from both	Yes	

sides by people either standing or seated?		
4. Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk are edges highlighted?	Yes	
5. Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose	No	
G) Corridors and Internal Surfaces		
1. Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?	Most areas	
2. Free from obstruction to wheel chair users and from hazards to people with impaired sight? Are there any internal columns that have a lack of colour contrast?	Yes free from obstructions – need to ensure that legs of blue display boards when on corridors have coloured tape to ensure they highlighted better for those with impaired sight. No internal columns	Purchase some visible tape for marking feet.
3. Are all key facilities within the school assessable for all users? E.g. Sports Hall, Main Hall, Music Room, Changing room etc. Where there are facilities not available can these be swapped with a standard classroom.	Yes all areas are accessible, including the courtyard to some extent.	
4. Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	Yes	
5. Colour, tones and textures varied to help people distinguish between fixtures and fittings. Do the floors suitably colour contrast against the walls?	Yes	Floors are grey or dark blue / black colours and walls are cream coloured.
6. Floor surfaces slip -resistant? Bright, boldly patterned floors avoided? Busy or	Yes	

distracting wall coverings avoided?		
H) Internal Doors		
1. Distinguishable from surroundings?	Yes	
2. Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	Yes	
3. Can people each side of the door, standing or seated see each other and be seen? Are vision panels kept clear of temporary notices?	Yes	
4. Clear opening width sufficient for a wheel chair user? Adequate space available alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Yes	
5. Door control at height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	Yes	
6. Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	No	Need to consider some doors are very heavy to open – staffroom door, access into the library, door by reception. Likelihood is that visitors are likely to be escorted. Might need to be assessed for pupils.
I) Internal ramps	N/A	
J) Internal Stairs	N/A	
K) Lifts	N/A	
L) WC Provision and Changing Areas		
1. Lobby door light enough to open easily? Lobby of sufficient size for easy access?	Yes	
2. Slip-resistant floors throughout?	Yes	
3. Fittings all easily distinguishable from background? Are hand dryers and	Yes	

sanitary ware easily seen against their surroundings?		
4. Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	N/A	
5. Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	N/A	
6. Are lever style taps provided within the WCs to aid people with dexterity impairments?	Yes	
7. When there is no accessible WC available is there a facility provided for people with ambulant disabilities?	N/A	
8. Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	Yes	
M) WCs: Wheelchair Users		
1. Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	Yes	
2. Travel distance to a suitable WC no greater than that for able-bodied people?	Same	
3. Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	Yes	
4. Hand washing and drying facilities within easy reach of someone seated on WC? Is the hand basin suitable positioned in accordance to BS8300?	Yes	

5. Door controls, lock and light switch easily reached and operated? Is there a grab rail on the inner face of the entrance?	Yes	Light automatic Alarm provided in disabled toilet.
6. Tap appropriate for use by a person with limited dexterity, grip of strength?	Yes	
7. Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	Yes	
8. Is there a back rest provided to the toilet pan?	Yes	
9. Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	No	Toilet lever no spatula / paddle lever and sited on the "wrong" side of the toilet.
10. Is the transfer side of the toilet pan kept clear of obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	Yes	
11. Is there an alarm cord? Is this coloured red with two triangular bangles and easy to reach from floor level?	Yes	Rather in the corner, could be more accessible.
N) Facilities		
1. Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with arm rests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?		Benches in KS1 and 2 corridors, but no arms. And various other seats. In reception, chairs suitable to draw up next to wheelchair users, but no chairs with arms.
2. Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	No	

3. Are a number of chairs with armrests available within each classroom?	No	
4. Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction lip to accommodate hearing aid users?	No	
5. Do vending machines have all operating parts at less than 1200mm off the floor level and they are suitably colour contrasted?	N/A	
6. Does the dining room have appropriate eating rather than fixed seating which can be inaccessible to a range of users?	Yes	Supplied as appropriate for current users.
7. Is there a dropped counter and an induction loop available for the library counter?	No	
8. Where there are IT facilities i.e. within classrooms and Library (if applicable) are height adjustable computer desks available?		IT in classrooms and use of tablets means the tablets can be used anywhere in the current classroom, this is applicable for laptops. The IT facilities in the library are not on height adjustable computer desks.
9. Is the main hall, is the stage raised? If so what is the current procedure for wheelchair users? For an example when receiving awards on Speech Day?		Currently no slope provided for the stage, but stage edging and steps have been edged with tape to accentuate the edges for visually impaired people.
O) Way Finding		
1. Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?		New signage has been put in place to aid circulation b
2. On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheel chair users with		

lower eye levels?		
3. Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have International Symbol of Access? (Wheelchair symbol)	Yes international symbol	Additional signage required from corridor and hall.
4. Within stairwells are each of the levels clearly identifiable by tactile and visual information?	N/A	
5. Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near reception area and on entry to key stairwells?	N/A	
P) Lighting and Acoustics		
1. Lighting designed to meet a wide range of user's needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools light and dark?	Yes	
2. Can occupiers control lighting? Are light switch plated suitably colour contrasted and appropriately positioned for a wheelchair user?	No	Majority of lighting is automatic. Main corridor light not accessible to disabled, neither is lobby light very accessible.
3. Are classrooms appropriately illuminated and are blinds available to control natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip read.	Yes	
4. Quiet and noisy areas separated by a	Yes	

buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?		
5. Good balance of hard and soft surfaces?	Yes	
6. Are induction loops fitted within key areas i.e. – Main Hall, Sports Hall, key study areas e.g. music room.	No	
Q) Means of Escape		
1. Audible alarm system supplemented by visual system?	Yes	In some areas, hall, toilets.
2. Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	Yes	
3. Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	Yes	
4. Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	N/A	
5. If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?	N/A	
R) Building Management		
1. External routes: including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	Yes	
2. Accessible parking: Designated spaces not used by non-disabled drivers and kept free from obstructions?		Not always in staff car park – sometimes used by non-disabled drivers.
3. Horizontal circulation: Space required for wheelchair manoeuvre not obstructed by	Yes	

furniture, deliveries, storage, etc.		
4. Vertical circulation: Lifts, platform lifts, and stair lifts checked regularly for proper functioning?	N/A	
5. Means of escape: Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?	Yes	

Appendix 1

Photo of Curb to left of the Main Car Park entrance



Appendix 2

Foundation fence which needs marking to improve visibility for visually impaired pupils.



