

Part of the Slough and East Berkshire CofE Multi Academy Trust

Lynch Hill School Primary Academy Accessibility Plan

We Aim High, Work Hard, Care Deeply



Member of Staff Responsible	Mrs L Tomlinson, Mrs C Seaman, Mrs J Maule
Position	Headteacher, SENDCo, Assistant Headteacher
Dated	September 2024
Date of next review	September 2025

Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Lynch Hill Primary Academy we aim to:

- Positively transform individual and shared circumstances, perceptions, attitudes and relations
- Challenge and eliminate discrimination and harassment of any kind
- Promote equal opportunities for all pupils by ensuring equal access to the curriculum and physical access for all, within reason
- Deliver high quality education for all pupils that reflects the diversity of our local community and society and reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities
- Promote tolerance, understanding and empathy
- Prepare pupils for full participation in modern Britain
- Create a strong school ethos where individuals are valued within a clear moral framework, to raise achievement and promote self-esteem and mutual respect
- Challenge behaviour and attitudes which impair the achievement of others
- Ensure that equal opportunities permeates all aspects of other policies and practices
- Create a welcoming environment for all visitors including those with disabilities
- Give opportunities to all pupils to discuss all aspects of life including bullying, racism, sexism, sexuality and disability in a safe environment

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Current Accessibility

Curriculum

- We ensure a rich, relevant and purposeful curriculum is offered, providing worthwhile experiences and ensuring that pupils are ready for the next phase of their education.
- Teachers receive regular training for children with additional needs and are able to meet a wide variety of needs within the classroom through high quality, differentiated teaching.
- Our universal provision ensures that adaptations are made to the curriculum in order to ensure that all pupils are given the support required to access lessons through the use of resources, alternative teaching styles, guided groups, pre-teaching and consolidation activities.
- Outside agencies are used where necessary and this includes Educational Psychologist, Speech and Language Therapist, CAMHS, Sensory Consortium, Physiotherapy and Occupational Therapy Services. These services both support our pupils directly where necessary and provide the school with support on advice with facilitating full access to school life.

Physical Environment

- All key facilities within the school are accessible to all users with wheelchair access to all areas with the exception of a small number of classrooms which can only be accessed via stairs. Handrails are present and clearly visible and arrangements are made for those who cannot access these areas.
- We have disabled parking spaces available for those with a blue badge.
- The school has been extended and remodeled over time. All extensions and adaptations are fully DDA compliant.
- We take advice from outside agencies such as occupational therapy and specialist teachers from the sensory consortium to make reasonable adaptations to the site in order to meet the specific needs of individual children wherever possible.

Information

- We work with the Sensory Consortium Service to ensure that children with a hearing or visual impairment have full access to all information presented to pupils and have access to specialist equipment to support this.
- Information is delivered and supported in a variety of ways for example; visual images to support written information, use of a reduced language load when delivering information verbally, written information presented in a large, clear font.
- Written information can be discussed with pupils and/or parents verbally providing opportunities to ask questions and ensure that information has been understood.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions to be taken	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>Collaborative working with external professionals such as the sensory consortium to ensure that pupils have access to the most appropriate resources.</p> <p>Meetings are held regularly in order to discuss pupils progress and attainment.</p> <p>Collaborative working among staff to ensure that targets are SMART and reflective of individual needs</p>	<p>Curriculum resources reflect a wider range of needs and disabilities including those that are represented within the school community.</p> <p>Pupils are able to make use of overlays, sloping boards, lap tops and other resources in order to access the curriculum and record their learning.</p> <p>Pupils' needs are reviewed and addressed in a timely manner.</p> <p>Pupil's targets are specific and take into account their individual needs.</p>
<p>Improve and maintain access</p>	<p>The environment is adapted to the needs of pupils as required.</p>	<p>Create personalised risk assessments and access plans for individual pupils.</p>	<p>Adapt the physical environment according to individual needs as when</p>

<p>to the physical environment</p>	<p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • 4 Unisex wheel chair accessible disabled toilets across the school • Calm space and breakout rooms for identified pupils • Areas 	<p>Additional provision made for individual needs such as lined pathways and additional lines around areas of the playground to highlight steps and drain covers</p>	<p>required for users of the building.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • The use of overlays where required • Pictorial or symbolic representations 	<p>To ensure key documents are presented in such a way as to be accessible so that parents, carers and children can interpret the necessary information.</p> <p>To ensure accessibility to all including those with disabilities, poor literacy or language and cultural barriers.</p> <p>To ensure a variety of opportunities are given for parents to obtain information and attend consultation meetings using a variety of communication tools.</p>	<p>Information is available and accessible for the school community according to their needs.</p> <p>School actively supporting identified pupils and families to access all information with regard to curriculum and schooling.</p> <p>Effective communication meeting the needs of the families in order to better support pupils learning, achievement and access to opportunities. Multiple and varied opportunities for parents to be involved in their children’s learning and celebration of their achievements, so that there is accessibility for all.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the local governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equalities policy
- Special educational needs and disability policy
- SEND information report
- Children with needs that cannot attend school



LYNCH HILL SCHOOL PRIMARY ACADEMY SCHOOL ACCESS AUDIT CHECKLIST

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School Access Audit Checklist – _____

Question	Yes / No	Details
Checklist 1 - Approach Routes & Street Furniture		
1.1 - Is the school within convenient walking distance of:- _ Public Highway and Pathways? _ Public Transport e.g. Bus Stops? _ Car parking? (For car parking refer to Checklist 2)	Y	Bus stop – Cecil Way and Long Furlong Drive. Burnham Train station Access to staff carpark given to disabled parents/child.
1.2 - Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are DeafBlind?	Y	Raised road right outside gives level crossing to main school gate Slope from main car park to the drive has tactile paving. All paths into school are level.
1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?	Y	
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	N	Slope is slip resistant from the car park Paving and tarmac On site checklist
1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	Y	
1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	Y	Yellow bins
1.7 - Free from hazardous building features such as outward- opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?	N	Windows to yr1 classrooms open across a pathway. Similar windows in KS2 do not protrude across a path.
1.8 - Adequate seating provided along routes? Is there seating where parents wait to pick up / drop off their children?	Y	Parents of KS2 children sit in Pavilion and on playground benches Access does not allow for benches on main drive.

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Checklist 2 - Car Parking		
2.1 - Are accessible bays provided for badge holders?	Y	
2.2 - Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	Y	Marked on the floor
2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheel chair parked alongside?	Y	
2.4 - Close enough to facilities the car park serves?	Y	
2.5 - 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?	Y	
2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?	N/A	
Checklist 3 - External Ramps		
3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	Y	Ramp is buff colour and wide enough on entrance to school office
3.2 - Suitable handrails on each side?	Y	Handrails by car park and yr 2 block. Other blocks to be considered.
3.3 - Surface slip-resistant, firmly fixed and easy to maintain?	Y	
3.4 - Edges protected to prevent accidents?	Y	
Checklist 4 - External Steps		
4.1 - Visual and tactile warnings at the top and bottom of steps?	N	Steps to yr 1 playground – no visual warning. These are the only steps.

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4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?	N	Handrail not contrasted. Blue fencing
4.3 - Lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?	Y	Lights above main entrance
4.4 - Treads long enough and all of the same length?	Y	
4.5 - Risers shallow enough, all of the same height, and unlikely to trip users? Are there open risers?	Y	Risers closed
4.6 - Nosings readily identifiable? If nosings are painted, is the paint still durable with no wear and tear?	N	
Checklist 5 - Entrances		
5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	Y	
5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Y	
5.3 - Level or flush threshold?	Y	
5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?	N/A	
5.5 - 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?	Y	
5.6 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?	Y N	Main entrance Pupil Yr6 linkway and dining room doors very heavy and difficult to push open. Door handles too high. Automatic doors not suitable do the configuration of the exits.

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5.7 - Door closer of appropriate type? Can the door be easily opened single handedly?	Y	
5.8 - 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?	N	No LED display. Check height of door bell.
5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?	Y	Slim glass panels
5.10 - Weather mat of firm texture and flush with floor?	Y	
Checklist 6 - Reception Areas and Lobbies		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	Y	
6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	Y	
6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	Y	
6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	Y	
6.5 - Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?	N	
Checklist 7 - Corridors and Internal Surfaces		
7.1 - Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?	Y	

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7.2 - 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?	Y	Coats and bags can become an obstruction.
7.3 - Are all key facilities within the school accessible for all users? Eg Sport Hall, Main Hall, Music Room, Changing Room etc. Where there are facilities not available can these be 'swopped' with a standard classroom?	Y	
7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	Y	
7.5 - Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)	Y	
7.6 - Floor surfaces slip-resistant? Bright, boldly patterned floors avoided? Busy or distracting wall coverings avoided?	Y	
Checklist 8 - Internal Doors		
8.1 - Distinguishable from surroundings?	Y	
8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	Y	
8.3 - Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)	Y	Classroom doors often are obscured by notices
8.4 - 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?	Y	

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8.5 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	Y	
8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	N	
Checklist 9 - Internal Ramps		
9.1 - Ramp available for short rise within single storey?	N/A	
9.2 - Wide enough and suitably graded? Surface slip resistant?	N/A	
9.3 - Exposed edges protected to prevent accidents?	N/A	
9.4 - Suitable handrail each side?	N/A	
Checklist 10 - Internal Stairs		
10.1 - Treads long enough and each of same length?	Y	
10.2 - Risers shallow enough, all of the same height, and unlikely to trip users?	Y	
10.3 - Nosings readily identifiable?	Y	Black contrast to green flooring.
10.4 - Suitable handrails on each side? Do handrails extend 300mm beyond the first and last step pitch-line? Are handrails suitably colour contrasted?	Y	
10.5 - Landings big enough and provided at intermediate levels in a long flight?	Y	

Checklist 11 – Lifts		
11.1 - Passenger lift available for vertical circulation within a building of more than one storey?	n/a	NO LIFT AVAILABLE
11.2 - Car dimensions sufficient to allow space for wheel chair user? Door opens wide enough for wheel chair users?	n/a	
11.3 - Support rails in car appropriately designed and positioned?	n/a	
11.4 - Is there a mirror within the lift car?	n/a	
11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?	n/a	
11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?	n/a	
11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?	n/a	
11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?	n/a	
Checklist 12 - WC Provision & Changing Areas		
12.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	Y	
12.2 - Slip-resistant floors throughout?	Y	
12.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	Y	

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12.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	Y	
12.5 - Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	N/A	No urinals
12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	Y	Push or lever
12.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	Y	
12.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	N	
Checklist 13 - WCs: Wheelchair Users		
13.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	Y	
13.2 - Travel distance to a suitable WC no greater than that for able-bodied people?	Y	
13.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	Y	
13.4 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?	Y	
13.5 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	Y	

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13.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?	Y	Push/lever
13.7 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	Y	
13.8 - Is there a back rest provided to the toilet pan?	Y	In yr 1/yr 2/Admin area
13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	Y	
13.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	Y	
13.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	Y	
Checklist 14 - Facilities		
14.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	Y	
14.2 - Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	Y	
14.3 - Are a number of chairs with armrests available within each classroom?	Y	
14.4 - Do dining room counters have provision on both sides for wheelchair users?	Y	
Do these counters have an induction loop to accommodate hearing aid users?	N	

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14.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?	N/A	
14.6 - Does the dining room have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	Y	Fixed but can position at the end of the table
14.7 - Is there a dropped counter and an induction loop available for the Library counter?	Y N	The counter is at wheelchair height
14.8 - Where there are IT facilities i.e. within classrooms and the Library (if applicable) are height adjustable computer desks available?	N	Fixed
14.9 - In 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?	Y	
Checklist 15 - Way Finding		
15.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	Y	
15.2 - 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?	N	
15.3 - 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 the International Symbol of Access? (Wheelchair symbol)	Y	
15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	Y	

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15.5 - Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?	Y	
Checklist16 - Lighting&Acoustics		
16.1 - Lighting designed to meet a wide range of users needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	Y	
16.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?	Y N	Mostly but some switches too high like the office toilet
16.3 - Are classrooms appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?	Y	
16.4 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?	N	
16.5 - Good balance of hard and soft surfaces?	Y	
16.6 - Are induction loops fitted within the key areas i.e.- Main Hall, Sports Hall, key study areas e.g. Music Room.	N	
Checklist 17 - Means of Escape		
17.1 - Audible alarm system supplemented by visual system?	N	
17.2 - Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	Y	

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17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	Y	
17.3 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	N/A	No lift available. Wheelchair users are always accommodated in downstairs rooms.
17.4 - 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	
Checklist 18 - Building Management		
18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	Y	
18.2 - Accessible parking; Designated spaces not used by non-disabled drivers and kept free from obstructions?	Y	
18.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	Y	
18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	N/A	
18.5 - 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?	Y	
Checklist Checked by	H Gates – Deputy Headteacher G Bucknell – Site Manager	Date January 17

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Further Information

With an access audit compiled by Direct Access Consultancy you would get a qualified access auditor who would also write a detailed accessibility / action plan and a report that contains lots of photographs. This is a very simple version of our report, which is far more detailed. Our access audits would also ensure that the school is doing what it can to meet obligations under the Equality Act 2010. For more details on our access audits for schools please check <http://www.accessaudits.com/access0audits/education/> or visit our homepage, which is <http://www.accessaudits.com>

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