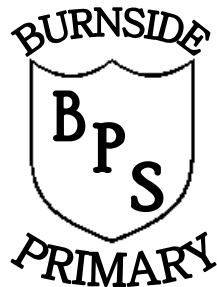


# **Burnside Primary School**



# **Accessibility Plan**

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# **SECTION 1**

## **STARTING POINTS**

a)

### **Objectives**

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.

b)

### **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 our nursery unit, school nurse, health visitor, parents and/or other feeder school(s) and Derek Sayer, Head of SEN, County Hall.

c)

**Accessibility Working Group or existing Committee**

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
- Deputy Headteacher
- Chair of Governors
- SENCo
- A member of the Travel Planning Group
- A member of the local community group with a long-term disability.

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

**Minutes of the Meeting of the Accessibility Working Group/ Finance and Buildings  
Committee held on**

\_\_\_\_\_ at \_\_\_\_\_

**Present:**

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

<b>Action</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>➤ Improving access to the building and environment;</li> <li>➤ Improving and increasing access to the curriculum;</li> <li>➤ Improving access to information and providing information in alternative formats.</li> </ul> <p>The Audit (undertaken by IPF in 2005/6) is available in school and there was a general understanding that the report identifies where the building and environment is DDA compliant and where there are areas of non-compliance.</p> <p><b>RESOLVED:</b> THAT the above be noted.</p>	<b>Overview of Access 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>Objectives for Action Plan</b>
HT Governor	<p>Available training was discussed in detail</p> <p><b>RESOLVED:</b> THAT the HT received one to one support at school and agreed to disseminate the training to Governors and appropriate staff members.</p>	<b>Training</b>
HT Govs HT	<p><b>RESOLVED:</b></p> <ul style="list-style-type: none"> <li>a) THAT the HT populated the Access Plan in May 2011.</li> <li>b) THAT the Access Plan for 2011/12 be brought to the full Governing Body Summer Term meeting for approval.</li> <li>c) THAT the school advertise in the school newsletter that the plan is available at school by prior appointment with the HT.</li> </ul>	<b>Way Forward</b>
	<p>The Headteacher produced a report from the Accessibility Database showing the planned expenditure over the next 12 months.</p> <p><b>RESOLVED:</b> That this be agreed/noted.</p>	<b>Next 12 months</b>

# **SECTION 2**

**THE MAIN PRIORITIES IN  
THE SCHOOL'S  
ACCESSIBILITY PLAN**

## The Main Priorities of the School's Accessibility Plan

In compiling its Accessibility Plan the school will utilise the “support package” provided via the schools extranet. These resources will be used in conjunction with the database software that highlights issues relating to all three areas from the planning duties:

**(a) Improving access to the building and environment**

Following the school's audit we have taken 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) Improving access to the curriculum**

Using the curriculum section within the database we have answered all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

**(c) Improving access to information and providing information in alternative formats**

Using the information section within the database we have answered all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

**(d) We will develop and implement an **Evacuation of Disabled People Plan** and **Personal Emergency Evacuation Plan** (PEEP) using the guidance and instructions from British Standards (BS 5588-12:2004).**



# **IMPROVING ACCESS TO THE BUILDING**

Short Term Planning  
(within 12 months)

<b>A.3.10</b> Is the car park lighting adequate?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 0 - On site
<b>Comments</b>
Consider lighting
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Car parking lighting to be upgraded

<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 - Main path from RHS gate
<b>Comments</b>
Fit sign
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Signage to be updated

<b>B.1.1</b> Is the route clearly marked and found?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 0 - LHS path to pupil entrances
<b>Comments</b>
Consider signage
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Signage to be updated

<b>B.1.3</b> Is the route level?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 0 - LHS path to pupil entrances
<b>Comments</b>
Path follows natural contours uphill, consider fitting handrails to both sides of path
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Address when a specific need is identified review on an ongoing basis

<b>B.1.8</b> Is the route adequately lit?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 0 - Main path from RHS gate
<b>Comments</b>
Included elsewhere
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
included in car park

<b>B.2.9</b> Is the ramp adequately lit?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 0 - Adjacent RHS pedestrian gate
<b>Comments</b>
Included elsewhere
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
within car park

<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 - Adjacent RHS of school
<b>Comments</b>
Paint nosings
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
The caretaker will paint nosings during Summer holidays.

<b>B.2.15</b> Are visual and tactile warning signs provided at the top and bottom of steps?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Adjacent RHS of school
<b>Comments</b>
Provide
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Signs to be purchase for top and bottoms of steps

<b>C.1.1</b> Is there a ramp?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/018 Reception entrance
<b>Comments</b>
Entrance step 100mm high, provide ramp
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Caretaker to paint (red)

<b>C.1.13</b> Are the nosings readily identifiable and unlikely to create trip hazards?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Adjacent 0/007
<b>Comments</b>
Paint nosings
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Caretaker to paint nosings

<b>C.1.15</b> Are visual and tactile signs provided at the top and bottom of steps?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Adjacent 0/007
<b>Comments</b>
Provide
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Headteacher to investigate cost of signs for steps.

<b>C.2.1</b> Is the main entrance easy to find?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 1/007 Junior entrance
<b>Comments</b>
Consider sign
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Headteacher to purchase sign with Braille.

<b>C.2.1</b> Is the main entrance easy to find?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 1/014 Infant entrance
<b>Comments</b>
Consider sign
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Headteacher to purchase sign with Braille

<b>C.2.1</b> Is the main entrance easy to find?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/008 Nursery entrance
<b>Comments</b>
Consider sign
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Headteacher to purchase sign with Braille.

<b>C.2.2</b> Is the entrance distinguishable from the facade?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/008 Nursery entrance
<b>Comments</b>
Paint doors
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Redecorate doors.

<b>C.2.3</b> Is the entrance well lit?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/008 Nursery entrance
<b>Comments</b>
Fit light
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Light to be fitted.

**C.2.5** Do the entry phones and security systems allow use by people with sensory or mobility impairments?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 0/007 Principal entrance

**Comments**

To summon assistance only, 1460mm to button, lower and fit sign

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Other Funding

**Action / Future Plan**

Signs to be purchased with Braille.

**C.5.5** Are signs designated and positioned to inform those with visual impairments and wheelchair users with reduced eye level?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 1 - 0/007 Principal entrance

**Comments**

Consider signage to hall, nursery and route to reception

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Other Funding

**Action / Future Plan**

New signage to be fitted

**D.1.2** Are corridors, passageways, aisles wide enough for a wheelchair and other people to pass through?

**Priority**

5 - When a specific need is identified

**Location**

Block 1 - 1/0011

**Comments**

Section of corridor leading to staff room only 1m wide

**Compliant:** No **Timescale:** Ongoing **Funding:** Devolved Capital

**Action / Future Plan**

Address when a specific need is identified review on an ongoing basis

**D.1.9** Are tactile signs available for use by people with impaired vision?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 1 - 1/002,5,11,18

**Comments**

Consider provision

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Other Funding

**Action / Future Plan**

Tactile signs to be purchased when renewing signs.

<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 - 0/008 Nursery
<b>Comments</b>
Highlight column
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Highlight column now Year 6

<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 - 0/006 Assembly hall
<b>Comments</b>
Highlight 3No columns
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Columns to be highlighted.

<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,IT room, offices
<b>Comments</b>
Highlight column in classroom 1/017
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Columns to be highlighted.

<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 - 0/006 Assembly hall
<b>Comments</b>
Fit loop
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
No current need - however the Headteacher will investigate the cost of a portable induction loop if the need arises.

<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,IT room, offices
<b>Comments</b>
Provide portable loop
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
No current need - however the Headteacher will investigate the cost of a portable induction loop if the need arises.

<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 - 0/008 Nursery
<b>Comments</b>
Included elsewhere
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
No current need - however the Headteacher will investigate the cost of a portable induction loop if the need arises.

<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 - Classrooms,IT room, offices
<b>Comments</b>
Consider for confidentiality in HT office 1/013
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
This will be considered if a need arises.

<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 - 0/006 Assembly hall
<b>Comments</b>
Consider as an alternative to loop system
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
This will be considered if a need arises.



<b>E.3.2</b> Are the location of the stairs clearly indicated?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/007
<b>Comments</b>
Fit sign
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Sign - please keep to the left (Braille)

<b>E.3.4</b> Are risers shallow enough and all of the same height?
<b>Priority</b>
5 - When a specific need is identified
<b>Location</b>
Block 1 - 0/007
<b>Comments</b>
190-220mm high
<b>Compliant:</b> No <b>Timescale:</b> Ongoing <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Address when a specific need is identified review on an ongoing basis - a stair lift is available for use.

<b>E.3.7</b> Are visual and tactile warnings provided to both the top and bottom of stairs?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/007
<b>Comments</b>
Provide
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Headteacher to provide signs

<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 - 1/010 Boys
<b>Comments</b>
Paint walls at fittings to contrast
<b>Compliant:</b> No <b>Timescale:</b> Within 12 Months <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Tiles to be painted

**G.1.6** Are all fittings readily distinguishable from their background?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 1/024 Male staff

**Comments**

Redecorate walls to contrast with fittings.

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Other Funding

**Action / Future Plan**

Tiles to be painted

**G.1.6** Are all fittings readily distinguishable from their background?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 1/025 Female

**Comments**

Paint walls at fittings to contrast

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Other Funding

**Action / Future Plan**

Tiles to be painted

**H.4.5** Is the lighting in the workspace controllable and adjustable to meet the needs of the individual and the task that they are working on?

**Priority**

3 - Part of Maintenance work

**Location**

Block 0 - None Given

**Comments**

Consider provision if the need arises

**Compliant:** No **Timescale:** Ongoing **Funding:** Other Funding

**Action / Future Plan**

This will be provided if a need arises.

**K.1.1** Is the audible alarm supplemented by a visual system?

**Priority**

2 - As soon as possible

**Location**

Block 0 - Throughout

**Comments**

Fit visual alarms eg xenon beacons to audible alarm system

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Other Funding

**Action / Future Plan**

Headteacher to seek advice from fire safety professional with regard to appropriate changes to fire alarm.

**K.1.3** Is vertical escape from upper or lower floors possible using a fire protected lift with an independent power supply?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 0 - To be decided

**Comments**

Consider provision of lift. Costed under lifts

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Other Funding

**Action / Future Plan**

Headteacher to check with fire professional.

**M.1.24** Are both the general escape strategy and personal emergency egress plans checked regularly for effectiveness and efficiency?

**Priority**

2 - As soon as possible

**Location**

Block 0 - None Given

**Comments**

Obviously a need here - will review policy. Fire Risk Assessment - yes

**Compliant:** No **Timescale:** Within 12 Months **Funding:** Other Funding

**Action / Future Plan**

Fire drills are regularly undertaken and fire risk assessments will be undertaken termly or under advice.

# **IMPROVING ACCESS TO THE BUILDING**

Medium Term Planning  
(1-3 years)

<b>B.1.9</b> Is adequate seating provided along the route?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 0 - LHS path to pupil entrances
<b>Comments</b>
Consider level resting area with bench seat approx 1/2 the way up the hill
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Bench to be provided

<b>B.2.7</b> Is the surface slip resistant?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Adjacent RHS pedestrian gate
<b>Comments</b>
Paving slabs uneven with broken units, lift/relay renewing broken
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
The Headteacher will investigate costs of relaying and replacing broken slabs

<b>C.1.12</b> Are the risers shallow enough and all of the same height?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Adjacent 0/007
<b>Comments</b>
140-150mm high with projection up to 30mm infill projection
<b>Compliant:</b> No <b>Timescale:</b> 1-3 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Reform steps to DDA compliance.

# **IMPROVING ACCESS TO THE BUILDING**

Long Term Planning  
(3-6 years)

<b>B.1.3</b> Is the route level?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Main path from RHS gate
<b>Comments</b>
Slightly uphill, fit handrail to both sides
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
The Headteacher will investigate the cost of handrails.

<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 - Adjacent RHS pedestrian gate
<b>Comments</b>
Included above
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
The Headteacher will investigate the cost of handrails.

<b>B.2.8</b> Is there an upstand to edge of ramp?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Adjacent RHS pedestrian gate
<b>Comments</b>
Included above
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
The Headteacher will investigate the cost of handrails with upstand edge.

<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 - Adjacent RHS of school
<b>Comments</b>
Fit handrails
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
The Headteacher will investigate the cost of handrails

<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 - 1/018 Reception entrance
<b>Comments</b>
740mm wide, fit door and a half set or increase opening
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 1/014 Infant entrance
<b>Comments</b>
755mm wide, wall restrict passage to 670mm wide, increase opening
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 1/007 Junior entrance
<b>Comments</b>
725mm wide, replace with door and a half set or increase opening
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 1/014 Infant entrance
<b>Comments</b>
Included above
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.



**C.3.5** Is the door handle/control at a suitable height and easy to operate?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 0/007 Principal entrance

**Comments**

Replace

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

**Action / Future Plan**

Doors to be refurbished on a rolling programme.

**C.3.5** Is the door handle/control at a suitable height and easy to operate?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 1/007 Junior entrance

**Comments**

Included above

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

**Action / Future Plan**

Doors to be refurbished on a rolling programme.

**C.3.5** Is the door handle/control at a suitable height and easy to operate?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 0/008 Nursery

**Comments**

Replace

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

**Action / Future Plan**

Doors to be refurbished on a rolling programme.

**C.3.8** Is the threshold level or flush with surface flooring?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 1/007 Junior entrance

**Comments**

Take out sill

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

**Action / Future Plan**

Doors to be refurbished on a rolling programme.

<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 - 0/007 Principal entrance
<b>Comments</b>
Take out double sill
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 1/014 Infant entrance
<b>Comments</b>
Take out timber cill
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 0/008 Nursery
<b>Comments</b>
Provide graded threshold
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 1/007 Junior entrance
<b>Comments</b>
Only 670mm wide, increase opening
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

**C.5.2** Does the lobby door meet disabled access criteria?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 1/014 Infant entrance

**Comments**

665mm wide, increase opening

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

**Action / Future Plan**

Doors to be refurbished on a rolling programme.

**C.5.2** Does the lobby door meet disabled access criteria?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 1 - 0/007 Principal entrance

**Comments**

Recommendations for doors to nursery and hall are included in the internal doors section

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

**Action / Future Plan**

Doors to be refurbished on a rolling programme.

**E.3.6** Are adequate handrails provided to both sides, including tapping rails?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 0/007

**Comments**

Existing large rectangular, fit appropriate to both sides

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

**Action / Future Plan**

Stair lift provided on one side - handrail to be fitted to left hand side.

**F.1.2** Does the door and door furniture comply with BS8300?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 1 - None Given

**Comments**

See recommendations below

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

**Action / Future Plan**

Doors to be refurbished on a rolling programme.

<b>F.1.2</b> Does the door and door furniture comply with BS8300?
<b>Priority</b>
4 - Part of Refurbishment work
<b>Location</b>
Block 1 - 0/001,6,8,12
<b>Comments</b>
560-720mm wide, increase 2No openings and replace 2No double door sets
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 1/004,13,23,2x26
<b>Comments</b>
Fit vision panels
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<b>F.1.6</b> Is the opening of the door a sufficient width for wheelchair use?
<b>Priority</b>
4 - Part of Refurbishment work
<b>Location</b>
Block 1 - Where required
<b>Comments</b>
565-725mm wide, increase 16No openings and replace 2No double door sets
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 0/001 Kitchen staff
<b>Comments</b>
Cubicle only 760mm wide, consider enlarging
<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 need arises.

<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 - 1/025 Female
<b>Comments</b>
Replace
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 0/001 Kitchen staff
<b>Comments</b>
Replace
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<b>G.1.7</b> Are the compartment door controls easily gripped and operated?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/013 Nursery
<b>Comments</b>
Remove 3 controls, not required
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 1/024 Male staff
<b>Comments</b>
Replace
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Doors to be refurbished on a rolling programme.

<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 - 1/009 Girls
<b>Comments</b>
Fit grabrails
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Grabrails to be fitted when appropriate.

<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 - 1/016 Boys Reception/infant
<b>Comments</b>
Fit grabrails
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Grabrails to be fitted when appropriate.

<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 - 0/001 Kitchen staff
<b>Comments</b>
Fit grabrails
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Grabrails to be fitted when appropriate.

<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 - 1/015 Girls Reception/infant
<b>Comments</b>
Fit grabrails
<b>Compliant:</b> No <b>Timescale:</b> 3-6 Years <b>Funding:</b> Devolved Capital
<b>Action / Future Plan</b>
Grabrails to be fitted when appropriate.

**G.1.8** Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 1/025 Female

**Comments**

Fit grabrails

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

**Action / Future Plan**

Grabrails to be fitted when appropriate.

**G.1.8** Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 1/024 Male staff

**Comments**

Fit grabrails

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

**Action / Future Plan**

Grabrails to be fitted when appropriate.

**G.1.8** Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 0/012 Nursery staff

**Comments**

Fit grabrails

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

**Action / Future Plan**

Grabrails to be fitted when appropriate.

**G.1.8** Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 1/010 Boys

**Comments**

Fit grabrails

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

**Action / Future Plan**

Grabrails to be fitted when appropriate.

**G.1.8** Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 0/013 Nursery

**Comments**

Fit grabrails

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

**Action / Future Plan**

Grabrails to be fitted when appropriate.

**I.1.2** Is the kitchen provided with fittings suitable for use by people with disabilities?

**Priority**

3 - Part of Maintenance work

**Location**

Block 1 - 0/011

**Comments**

Consider provision when the need arises

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

**Action / Future Plan**

There is no current need but this will be reviewed.

**I.1.2** Is the kitchen provided with fittings suitable for use by people with disabilities?

**Priority**

3 - Part of Maintenance work

**Location**

Block 1 - 0/003 Staff kitchen

**Comments**

Consider provision when the need arises

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

**Action / Future Plan**

This will be reviewed - no current need.



# **IMPROVING ACCESS TO THE CURRICULUM**

**Curriculum ID: 1****Question**

Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?

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

**Details / Future Plan**

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, e.g. teaching assistants are trained in the delivery of a number of speech and language programmes and motor skills development programmes. All staff have undergone training in supporting children with ASD.

**Curriculum ID: 2****Question**

Are your classrooms optimally organised for disabled pupils?

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

**Details / Future Plan**

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. Interactive whiteboards are in all classrooms, there are blinds in all classrooms. There are individual information sheets on those children with specific needs in each classroom, these may relate to behaviour management, learning support or medical needs.

**Curriculum ID: 3****Question**

Do lessons provide opportunities for all pupils to achieve?

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

**Details / Future Plan**

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.

**Curriculum ID: 4****Question**

Are all pupils encouraged to take part in music, drama and physical activities?

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

**Details / Future Plan**

The school values the creative arts highly and this is reflected in its status as an Arts Mark Silver School. We ensure that all children 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 take place both during and after the normal school day.

**Curriculum ID: 5****Question**

Do staff recognise and allow for the considerable effort expended by some pupils with disabilities, to access the curriculum?

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

**Details / Future Plan**

All staff ensure that there is flexibility in teaching and the curriculum to allow children to access at their level of need e.g. 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 they 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.

**Curriculum ID: 6****Question**

Do staff recognise and allow for the additional time required by some pupils with disabilities, to use equipment in practical work?

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

**Details / Future Plan**

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.

**Curriculum ID: 7****Question**

Have you considered the impact of the timetable on pupils with disabilities?

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

**Details / Future Plan**

Staff ensure that the timetable design is driven by the needs of pupils in any particular teaching group.

**Curriculum ID: 8****Question**

Is provision made for pupils with disabilities who cannot engage in particular activities?

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

**Details / Future Plan**

Where pupils find it difficult to engage, alternative provision is provided e.g. where a child has fine motor difficulties, handwriting may not be the most appropriate method of recording and ICT can provide an alternative.

**Curriculum ID: 9****Question**

Do you provide a range of I.C.T. access aids and adaptations?

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

**Details / Future Plan**

Large keyboards, roller ball mouse, access to ICT where handwriting is a problem, use of clicker software. Close liaison with Access Technology Team.

**Curriculum ID:** 10

**Question**

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

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

**Details / Future Plan**

No existing pupils who cannot access all of the curriculum but in the past we have had pupils in wheelchairs who have accessed school trips including residential weekend.

**Curriculum ID:** 11

**Question**

Are there high expectations of all pupils?

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

**Details / Future Plan**

Yes and this is reflected in our inclusive ethos.

**IMPROVING  
ACCESS TO  
INFORMATION AND  
PROVIDING  
INFORMATION IN  
ALTERNATIVE  
FORMATS**

**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**

All information provided by the school is in simple, easy to read language to facilitate understanding for all. We have, in the past provided a signer for a hearing impaired parents and booklets have been provided in Braille also. We also have a large range of ICT for presentations such as overhead projectors, power-point and interactive whiteboards.

**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**

No current need in school, in the past we have provided signed assemblies. In all classrooms there are visual timetables using picture symbols.

**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 fully trained in all aspects of ICT, and a range of packages, information can be produced in a range of fonts and colours. We have an ICT suite and provide ICT training for adult learning. Our school website has all school information in easy to read, accessible format.

# SECTION 3

MAKING IT HAPPEN

a)

## Management

- (i) The Headteacher will coordinate the gathering and input of information into the database. This is an on-going process. The planning group will meet prior to the Governing Body Summer term 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 understand that it is their key responsibility to have a current school's Accessibility 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 SENco is identified as the member of staff** who will receive additional Local Authority training to meet the needs of a range of pupils with additional educational needs such as:
  - SEN and Disability Act;
  - National Autism Plan for Children; and
  - Autism Spectrum Disorders Good Practice Guidance.
- (iv) It is an expectation that this member of staff will be able to advise other school staff to provide the most appropriate environment and curriculum for children with SEN. Support can also be sought from the LA occupational health officer and other LA specialist advisory teachers.
- (v) As an agenda item of an appropriate staff meeting we will continue 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, 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, Disability Equality Scheme (DES) and Curriculum Planning Programme.
- (iv) 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.
- (v) 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)

### **Circulation**

- (i) The Access Plan will be available in an easy to read paper copy format and can be viewed by appointment with the Headteacher.
- (ii) The Access Plan will be available on the School Website.
- (ii) The Headteacher will inform parents/visitors that there is an Access Plan in place via the school newsletter.

Any feedback or comments about the School's Accessibility Plan will be fed back to Governors to enable them to carry out their evaluation and monitoring role.

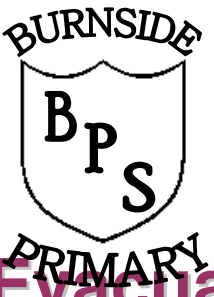
# ANNEXES

# ANNEX 1

EVACUATION OF  
DISABLED PEOPLE,  
PERSONAL EMERGENCY  
EVACUATION PLAN  
(PEEPs) AND USE OF  
REFUGES

# Burnside Primary School

**Draft Evacu  
People Pla  
Emergency  
(PEEPs) And Use of Refuges**



**Disabled  
Personal  
Evacuation Plan**

The logo for Burnside Primary School is a shield-shaped crest. The word "BURNSIDE" is written in an arc above the top of the shield. Inside the shield, the letters "B", "P", and "S" are arranged vertically. Below the shield, the word "PRIMARY" is written in an arc.

## **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 the pupils and staff with disabilities currently in school who require assistance with evacuation and we have attempted to identify other individuals that might have difficulty evacuating the premises or who might need assistance by placing a sign **in the visitors' signing in book** that states:

***If you need assistance in evacuating the premises in the case of an emergency – please make that known to a member of staff.***

At that time we will make visitors aware of the **Refuge Areas** and our standard **Emergency Evacuation Procedures** i.e. Fire Drill Procedures.

## USE OF REFUGES

 **Hint: Remember this is an example of how and why refuges are used – you may not have any areas suitable to use as a refuge – you should check with a fire professional - and amend the following to suit your school.)**

An **Area of refuge** is a location in a building designed to hold occupants during a fire or other emergency, when evacuation may not be safe or possible. Occupants can wait there until rescued by firefighters. This can apply to the following:

- any persons who cannot access a safe escape route
- any persons assisting another person who is prevented from escaping
- people with disabilities
- very young children or infants

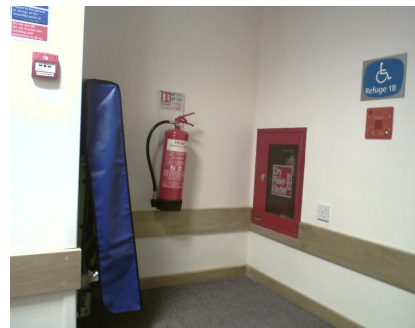
An **Area of refuge** is typically equipped with a steady supply of fresh outside air. The idea is that the ductwork must remain operable even while exposed to fire for a duration stipulated for each occupancy by the local building code. The electrical equipment supplying power to such systems must also be equipped with approved circuit integrity measures. Both must have a demonstrable fire-resistance rating that is acceptable to the Authority Having Jurisdiction.

The same thing goes for emergency lighting in Areas of refuge. A two way communication system is required on each floor above or below the main floor in a newly constructed building. A **Call Box** is required in each Area of Refuge which will call into a central location called a **Base Station**. If the station is not attended 24 hours a day, the call must automatically call to an outside location that is staffed 24 hours a day.

Typical areas of refuge

- Operating rooms in hospitals
- Stairwells (also to allow egress unimpeded by smoke)
- Control rooms in nuclear power stations

All examples above are also typically required to be bounded by walls and floors that have a fire-resistance rating.



Clearly state where your refuge areas are to be found i.e.

- 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 SHOULD BE CLEARLY SIGNED***

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

- Headteacher (or appropriate member of staff)

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. PEEP's will be written by management in conjunction with the individual(s) concerned and are based on knowledge of the structural provisions within the building. PEEP's 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 PEEP's, 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.



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

# **ANNEX 2**

**CORRESPONDENCES  
SUCH AS EMAILS,  
LETTERS ETC.**

Burnside Primary School - **E MAIL**

To: Ian.Henry@durham.gov.uk

cc:

Subject: Accessibility Action Plan

Good morning/afternoon - 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:

<b>Location</b>	<b>Request for assistance</b>
On Mendip Terrace	Please can a sign be placed on the main road to direct traffic and visitors to the school as the school is within an estate and difficult to find.

This above could potentially hamper any pedestrian - disabled or otherwise - accessing our building.

I would appreciate it if you could send someone to inspect this further.

Kind regards

Headteacher

# **ANNEX 3**

**MINUTES FROM  
ACCESSIBILITY  
WORKING GROUP**

# ANNEX 4

Completed  
Audit Elements

**A.1.2** Within convenient distance of public transport?

**Priority**

7 - Outside curtilage of site

**Location**

Block 0 - Durham Road

**Comments**

Bus stops located some distance away on

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

Email to HAL 20/10/08 awaiting response .

**A.1.4** Is the route clearly marked and found?

**Priority**

7 - Outside curtilage of site

**Location**

Block 0 - Durham Road

**Comments**

Consider signage

**Compliant:** Yes **Timescale:** Within 12 Months **Funding:** Other Funding

**Action / Future Plan**

Email to HAL 20/10/08 awaiting response

**A.1.6** Is the route level?

**Priority**

7 - Outside curtilage of site

**Location**

Block 0 - Durham Road, Mendip Terrace

**Comments**

Route follows the natural contours of the land

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Other Funding

**Action / Future Plan**

Email to HAL 20/10/08 awaiting response

**A.1.7** Is the route free of kerbs?

**Priority**

7 - Outside curtilage of site

**Location**

Block 0 - Durham Road, Mendip Terrace

**Comments**

Provide drop kerbs where required, and adjacent vehicular access

**Compliant:** Yes **Timescale:** Ongoing **Funding:** Other Funding

**Action / Future Plan**

Email to HAL 20/10/08 awaiting response. Drop kerbs have now been constructed outside of the main entrance.

<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 - Durham Road, Mendip Terrace
<b>Comments</b>
Surface uneven in areas, consider repairs
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Email to HAL 20/10/08 awaiting response

<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 - Durham Road, Mendip Terrace
<b>Comments</b>
Highlight posts and lamp posts along route
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Email to HAL 20/10/08 awaiting response

<b>A.1.12</b> Is adequate seating provided along the route?
<b>Priority</b>
7 - Outside curtilage of site
<b>Location</b>
Block 0 - Durham Road, Mendip Terrace
<b>Comments</b>
Consider provision
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Other Funding
<b>Action / Future Plan</b>
Email to HAL 20/10/08 awaiting response

<b>A.2.2</b> Are the gates / barriers to the site easily operated?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Adjacent 1/018
<b>Comments</b>
Gate to Reception entrance on RHS of the building only 830mm wide, consider removal if fitting ramp
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Gate and fence removed July 2007

<b>A.2.3</b> Is there a dropping off area?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 0 - Off Mendip Terrace
<b>Comments</b>
Consider provision
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Dropping off area has now been provided

<b>A.2.4</b> Is there a designated area for coaches/minibuses to load and unload?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 0 - Off Mendip Terrace
<b>Comments</b>
As above
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Dependant on the size of transport - taxis and small mini bus can get into school.

<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 - On site
<b>Comments</b>
Provide at least 1 space with signage
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Disabled parking space now provided with appropriate markings.

<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 - On site
<b>Comments</b>
Provide drop kerb to access pavement
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Graded ramp and dropped kerb from car park in place from October 2007.



<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 - Main path from RHS gate
<b>Comments</b>
Highlight supporting posts adjacent front elevation of building.
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Posts repainted in order to highlight from building colour.

<b>B.1.8</b> Is the route adequately lit?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 0 - LHS path to pupil entrances
<b>Comments</b>
Consider lighting
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This are is not used during hours of darkness.

<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 - Adjacent RHS pedestrian gate
<b>Comments</b>
Included below
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
Appropriate surfaces installed as part of works.

<b>B.2.4</b> Is the ramp wide enough and is the gradient suitable?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 0 - Adjacent RHS pedestrian gate
<b>Comments</b>
Too steep, consider fitting ramp to comply with BS8300
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
New ramp installed with appropriate gradient.

**B.2.11** Are the step treads long enough and all of the same length?

**Priority**

5 - When a specific need is identified

**Location**

Block 0 - Adjacent RHS of school

**Comments**

260mm - 350mm long

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

Steps not used by pupils

**B.2.12** Are the risers shallow enough and all of the same height?

**Priority**

2 - As soon as possible

**Location**

Block 0 - Adjacent RHS of school

**Comments**

150mm - 190mm high, part open rise, infill risers

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

These steps are no longer used.

**B.2.17** Are the steps adequately lit?

**Priority**

3 - Part of Maintenance work

**Location**

Block 0 - Adjacent RHS of school

**Comments**

Consider lighting

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

Steps are not used during hours of darkness.

**C.1.3** Does the ramp surface contrast with surrounding pavings?

**Priority**

2 - As soon as possible

**Location**

Block 1 - Adjacent 0/007

**Comments**

Paint surface to contrast

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**C.1.4** Is the ramp wide enough and is the gradient suitable?

**Priority**

2 - As soon as possible
<b>Location</b>
Block 1 - Adjacent 0/007
<b>Comments</b>
Gradient too steep approx 2440mm x 420mm high giving it a gradient of 1 in 6, rebuild
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>C.1.6</b> Are adequate handrails provided to both sides, including tapping rails?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Adjacent 0/007
<b>Comments</b>
Included with new ramp
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>C.1.14</b> Are adequate handrails provided to both sides, including tapping rails?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - Adjacent 0/007
<b>Comments</b>
Fit handrails
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<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 - 0/007 Principal entrance
<b>Comments</b>
Fit sign
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>C.2.1</b> Is the main entrance easy to find?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 1/018 Reception entrance
<b>Comments</b>
Consider sign
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>C.2.3</b> Is the entrance well lit?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/018 Reception entrance
<b>Comments</b>
Fit light
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>C.2.5</b> Do the entry phones and security systems allow use by people with sensory or mobility impairments?
<b>Priority</b>
3 - Part of Maintenance work
<b>Location</b>
Block 1 - 0/008 Nursery entrance
<b>Comments</b>
Consider provision
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified
<b>Action / Future Plan</b>
This is no longer the nursery

<b>C.3.10</b> Is the weather mat flush with the floor?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/008 Nursery
<b>Comments</b>
Loose mat, consider matwell
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>C.3.10</b> Is the weather mat flush with the floor?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/007 Principal entrance
<b>Comments</b>
Fit new mat and remove external mat
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>C.3.10</b> Is the weather mat flush with the floor?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/014 Infant entrance
<b>Comments</b>
Consider fit new mat
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>C.3.10</b> Is the weather mat flush with the floor?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/018 Reception entrance
<b>Comments</b>
Consider matwell 1m2
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>C.5.7</b> Are floor surfaces slip resistant?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/007 Junior entrance
<b>Comments</b>
Vinyl sheet, replace with non slip finish
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>C.5.7</b> Are floor surfaces slip resistant?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/007 Principal entrance
<b>Comments</b>
Tiled floor finish, replace with non slip finish
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

**C.5.8** Do hard floor surfaces avoid causing acoustic confusion?

**Priority**

5 - When a specific need is identified

**Location**

Block 1 - 1/007 Junior entrance

**Comments**

Due to nature of use

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**C.5.8** Do hard floor surfaces avoid causing acoustic confusion?

**Priority**

5 - When a specific need is identified

**Location**

Block 1 - 1/014 Infant entrance

**Comments**

Due to nature of use

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**C.5.8** Do hard floor surfaces avoid causing acoustic confusion?

**Priority**

5 - When a specific need is identified

**Location**

Block 1 - 0/007 Principal entrance

**Comments**

Due to nature of use

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**D.1.3** Are the corridors free from obstructions and hazards for both wheelchair users and people with impaired vision?

**Priority**

3 - Part of Maintenance work

**Location**

Block 1 - 1/002,5,11,18

**Comments**

As mentioned above some used as practical areas & storage, consider repositioning.

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**D.1.5** Do both the natural and artificial lighting avoid glares and silhouettes?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 1 - 1/002,5

**Comments**

Vinyl tile and sheet within 2 corridors could be improved, included below

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**D.1.8** Are direction or information signs (including means of escape) clearly visible from both a standing or seated position?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 1/005,11,18

**Comments**

Fit escape signage at stairs and fire exits

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**D.1.10** Is adequate seating provided along routes?

**Priority**

3 - Part of Maintenance work

**Location**

Block 1 - 1/011

**Comments**

Consider mixed seating

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

There is a range of seats for use throughout school.

**D.1.11** Are floor surfaces slip resistant?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 1 - 1/002,5,

**Comments**

Some have a vinyl sheet or tile finish, replace with non slip finish

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**D.1.12** Do hard floor surfaces avoid causing acoustic confusion?

**Priority**

5 - When a specific need is identified

**Location**

Block 1 - 1/002,5,11,18

**Comments**

Due to nature of use

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**D.1.15** Are textured surfaces used to convey information?

**Priority**

3 - Part of Maintenance work

**Location**

Block 1 - 1/002,5,11,18

**Comments**

Consider provision when replacing flooring

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**D.3.4** Are floor surfaces slip resistant?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 1 - 0/006 Assembly hall

**Comments**

Timber block varnished, provide non slip finish

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

This will be reviewed - however the cleaning staff ensure that the polish used is of the non-slip variety.

**D.3.4** Are floor surfaces slip resistant?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 1 - 0/008 Nursery

**Comments**

Vinyl sheet, replace with non slip finish

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**D.3.5** Do floor surfaces avoid causing acoustic confusion?

**Priority**

5 - When a specific need is identified

**Location**

Block 1 - 0/006 Assembly hall

**Comments**

Due to nature of use

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified



**D.3.5** Do floor surfaces avoid causing acoustic confusion?

**Priority**

5 - When a specific need is identified

**Location**

Block 1 - 0/008 Nursery

**Comments**

Due to nature of use

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**D.3.5** Do floor surfaces avoid causing acoustic confusion?

**Priority**

5 - When a specific need is identified

**Location**

Block 1 - Classrooms, IT room, offices

**Comments**

Due to nature of use

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**E.4.1** Is there a lift?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 1 - To be decided

**Comments**

Consider provision as a long term objective

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

Platform lift installed as part of disabled access arrangements.

**F.1.10** Are the controls easily gripped and operated?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 1/023,26

**Comments**

Replace 2No

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

Doors to be refurbished on a rolling programme.

<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 - 1/009 Girls
<b>Comments</b>
Paint walls at fittings to contrast
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<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 - 1/015 Girls Reception/infant
<b>Comments</b>
Paint walls at fittings to contrast
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<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 - 0/013 Nursery
<b>Comments</b>
Paint wall at WHBs to contrast
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<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 - 1/016 Boys Reception/infant
<b>Comments</b>
Paint walls at fittings to contrast
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<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 - 0/012 Nursery staff
<b>Comments</b>
Replace
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<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 - 1/009 Girls
<b>Comments</b>
Replace 5No
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<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 - 1/010 Boys
<b>Comments</b>
Replace 2No
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<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 - 1/015 Girls Reception/infant
<b>Comments</b>
Replace 4No
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<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 - 1/016 Boys Reception/infant
<b>Comments</b>
Replace 2No
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>G.1.9</b> Do the floors have a slip resistant finish?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/025 Female
<b>Comments</b>
Vinyl tiles, provide non slip finish
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>G.1.9</b> Do the floors have a slip resistant finish?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/013 Nursery
<b>Comments</b>
Vinyl sheet, provide non slip finish
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>G.1.9</b> Do the floors have a slip resistant finish?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/024 Male staff
<b>Comments</b>
Vinyl tiles, provide non slip finish
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>G.1.9</b> Do the floors have a slip resistant finish?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/009 Girls
<b>Comments</b>
Vinyl sheet, provide non slip finish
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>G.1.9</b> Do the floors have a slip resistant finish?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 0/012 Nursery staff
<b>Comments</b>
Vinyl sheet, provide non slip finish
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

<b>G.1.9</b> Do the floors have a slip resistant finish?
<b>Priority</b>
2 - As soon as possible
<b>Location</b>
Block 1 - 1/010 Boys
<b>Comments</b>
Vinyl sheet, provide non slip finish
<b>Compliant:</b> Yes <b>Timescale:</b> Not Specified <b>Funding:</b> Not Specified

**G.1.9** Do the floors have a slip resistant finish?

**Priority**

2 - As soon as possible

**Location**

Block 1 - 0/001 Kitchen staff

**Comments**

Tiled floor provide non slip finish

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**G.2.1** Is provision made for wheelchair users?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 1 - To be decided

**Comments**

Consider provision within school

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

Disabled access arrangements (including wheelchair users) have been completed. Designated parking, access ramp, disabled access toilet and platform lift have been installed.

**H.1.2** Is provision provided on both sides for wheelchair users?

**Priority**

3 - Part of Maintenance work

**Location**

Block 0 - 0/006

**Comments**

905mm high, consider alterations

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**K.1.2** Are ground floor exit routes as accessible as entrance routes?

**Priority**

1 - Immediate/Urgent work

**Location**

Block 0 - 0/003,6,1/003,5,12

**Comments**

Upgrade fire exits and provide graded thresholds/ramp and extend path where required

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

Graded ramp and extended path completed October 2007 as part of disabled access arrangements.

**K.1.6** Is there a personal egress plan in place for any member of staff who may require assistance?

**Priority**

4 - Part of Refurbishment work

**Location**

Block 0 - None Given

**Comments**

Consult fire professional and put plan in place

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

**Action / Future Plan**

Plans are written in conjunction with the pupil, parent, OT, classroom assistant, SENCo and Headteacher. These are reviewed on an annual basis.

**M.1.10** Is flooring replaced on a like for like basis?

**Priority**

2 - As soon as possible

**Location**

Block 0 - None Given

**Comments**

Flooring is upgraded to non slip when replaced.

**Compliant:** Yes **Timescale:** Not Specified **Funding:** Not Specified

# **ANNEX 5**

## **SCHOOL FLOOR PLAN**

# ANNEX 6

IPF Audit



