ACCESSIBILITY PLAN

School/Building:	Moor Row Primary School		
Address:	School Street, Moor Row, Cumbria, CA24 3JW.		
Auditor:	Paul Wanless, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	Date of Survey:	09/07/2024

TIMESCALE:				
Priority M - This requires immediate action - even if there is no issue at present, a policy/procedure should be developed ahead of the issue arising. This item centres on management of the building or policy.	**Priority 1 -** Action recommended immediately. This item causes a major barrier to access or may be a health and safety issue and should be given immediate consideration or action. For example, entry to a building may be difficult so the recommendation to overcome this should be acted on immediately.	**Priority 2 -** As soon as practicably possible for the recommendation. This item causes a less significant barrier to access. For example, modification may be needed to an existing feature, e.g., signage.	**Priority 3 -** In relation to the recommendation this could be as routine works or when next decorating / refurbishing. This is a feature that presents a barrier to access, but it is felt reasonable for improvements to be carried out as part of general day-today maintenance.	**Priority P -** These are works that can be regarded as a project. They generally require a plan to be developed and will take longer than previous recommendations to carry out.

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
3.2.6	External Access Routes	Address the issue of wayfinding signage to direct disabled users to the school entrance and any onward disabled parking facilities.	2			
3.4.1	Entrances & Reception Areas	Increase the ECW of the main entrance door to 1000mm when the opportunity arises. If an automatic door cannot be installed then weather protection should be provided at this entrance.	2			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
3.4.2	Entrances & Reception Areas	Ensure good tonal contrast between doors, door furniture, door frames and external surrounding walls to assist visually impaired visitors.	2			
3.4.3	Entrances & Reception Areas	Entryphone systems should be sited for approach and use by all users, including wheelchair users, and should contain a light emitting diode (LED) display to enable people who are Deaf and hard of hearing to use them. The means of indicating that the call is acknowledged and that the lock has been released (if permitted) should be both audible and visible. The entryphone system should contrast visually with the background against which it is seen and be positioned between 900mm and 1100mm above floor level.	2			
3.4.6	Entrances & Reception Areas	When refurbishing the reception area, ensure that the reception point and any counter provision accommodates both standing and seated users. Reception points should be clearly signposted.	3			
3.4.6	Entrances & Reception Areas	A portable induction loop should be purchased for the use of hearing-impaired visitors and display the sign at reception point to indicate the facility is available.	2			
3.4.7	Entrances & Reception Areas	Improve visual information and directional signs (supported by tactile information such as an accessible map) for people progressing to other parts of the building and include wayfinding information including location of accessible toilet facilities. Consider type size (depending on reading distance), colour contrast (light text on dark background) and sans-serif font. Further guidance is available in the Government document: 'Wayfinding' – effective wayfinding and signing systems.	3			
3.5.2	Accessing Internal Spaces	Floors, walls, ceilings and doors (including door furniture) within all corridors should be colour contrasted (matt) when updating during routine maintenance programme.	3			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
3.5.12	Accessing Internal Spaces	Future development of individual classrooms should include the following considerations: • Wet areas/classroom sinks to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces, with non slip flooring in vicinity of wet areas. • Tables and chairs to have soft edges and include rubber soled feet. • High frequency controllable lighting. • Blinds to reduce glare where not already present (and ensure cord length is no lower than 1.5m above the ground and fitted with a cord breakaway device). • Colour contrast (matt) between walls, furniture, seating and flooring. Adaptations required for specific SEND students will need to be assessed on an individual basis.	3			
3.5.14	Accessing Internal Spaces	Future development of the dining area / assembly hall / entertainment space should ensure that ceiling, wall and floor materials contribute to an acoustic environment that helps orientation and enables audible information to be clearly heard. The recommendations for acoustic design given in BS 8233 should be followed in order to choose an appropriate acoustic absorbency for each surface.	3			
3.5.16	Accessing Internal Spaces	Future development of staff room should include the following considerations: • Kitchen/sink area to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces. • High frequency controllable lighting. • Provide seating of differeing heights, with and without armrests. • Colour contrast (matt) between walls, furniture, seating and flooring.	3			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		• Acieve an ECW of 800mm at entrance door if possible. • Entrance door to be provided with upper and lower vision panels. Adaptations required for individual members of staff who have a disability will need to be assessed on an individual basis.				
3.5.18	Accessing Internal Spaces	**Doors** - BS 8300-2:2018 recommends that the ECW of a single leaf door, or one leaf (the primary leaf) of a double leaf door, clear of any projections from the face of the door such as door furniture and weather boards, should be 800mm for internal doors which can be accessed straight on (i.e. without a turn or oblique approach). All internal doors should be reviewed in the future and a programme introduced, if structurally allowed, to improve the following: • Minimum ECW of at least 800mm (measured excluding fingerguards). • It should be possible to operate all door opening furniture one-handed, without the need to grasp or twist. • Door opening furniture should contrast visually with the surface of the door which it operates, achieving a difference of at least 15 points in in Light Reflective Value (LRV). Choice of finish should be matt where possible. • Door locking systems should be usable by people with reduced manual dexterity. • All internal doors should be identifiable and contrast visually with the surrounding architrave, wall and floor finishes, achieving a difference of at least 30 points LRV. • The surface of the leading edge of any door that is not self-closing, or is likely to be held open, should contrast visually with its surroundings, achieving a difference of at least 30 points in LRV.	3			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		• Vision panels with a minimum zone of visibility between 500mm and 1500mm. Remove posters/signage from doors that obstruct vision panels.				
3.6.1	Internal Level Changes	Future improvements to the internal staircase should include the following considerations: • Signs for wayfinding information at each floor level/flight, • Approach to stairs identified by colour contrasted (matt) textured/tactile floor surface, • Appropriate colour contrasted (matt) handrail on each side which extends for 300mm in the horizontal plane beyond the start and finish of the last stair nosing at both top and bottom. • Natural and/or artificial lighting should achieve illuminance of at least 100 lux at floor level.	3			
3.6.3	Internal Level Changes	Ensure that, as refurbishment work take place across the site, where ramp provision is incorporated it complies with the following guidelines as far as practicable: • The gradient of a ramp should be no steeper than 1 in 12 (approximately 4.8°). • The surface width of the ramp, between walls, upstands or kerbs, should be not less than 1500 mm. • All ramps should have edge protection comprising a continuous upstand at least 100mm high at any open edge, or a continuous bottom rail at a height of 100mm above the ramp surface. Upstand or rail to contrast visually with the surface of the ramp. • A handrail should be provided on each side of the ramp throughout its length. The top surface of the handrail should be between 900 mm and 1000 mm from the surface of the ramp and between 900 mm and 1100 mm from the landing.	2			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		• Handrail surface to contrast (matt) visually with the surroundings against which it is seen to assist visually impaired users. • Lighting to be maintained at a minimum of 100 lux at surface level on the ramp.				
3.7.2	WC Provision	When refurbishing the staff/visitor WCs in future, incorporate features to make them accessible to ambulant mobility impaired and visually impaired users including: • Minimum ECW of 800mm at the WC door. • Grab rails to assist ambulant mobility impaired users. • Colour contrasted sanitary ware and fittings to assist visually impaired users. • Lever style or infra-red taps to assist those with limited manual dexterity or reduced grip strength. • Appropriate door furniture which is operable by those with limited manual dexterity.	3			
3.7.3	WC Provision	Action the following items with regard to the accessible WC: • Remove the accumulated equipment from the accessible WC. • Ensure that staff are nominated and trained to respond to an alarm actuation of the emergency pull cord device within the WC. • When next refurbishing the accessible WC ensure that colour contrasted sanitary ware and fittings are installed to assist visually impaired users. • When next refurbishing the WC look to achieve a minimum ECW at the door of 800mm. Further guidance relating to design of accessible WCs can be found in BS 8300-2:2018 (see section 18.5, figure 41).	2			
3.7.4	WC Provision	Future development of pupil WC provision should consider the following general requirements: • Improved wayfinding signage.	P			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		• Colour contrasted (matt) walls, doors, fittings, ironmongery and surfaces, • Door handles, locks (with ability to be operated from outside in emergency), flush and light switches easy grip/operated, • Handwashing &/or drying facilities easily reached, • Lever type or infra-red taps for use by people with limited dexterity. • Trench style urinals to be replaced with individual urinals, some of which should incorporate privacy panels or handrails to assist ambulant mobility impaired users.				
3.8.2	External Spaces	External steps should have: • Visual and tactile warning to top and bottom of steps. • Handrails where there are two or more steps. Where installed these should be colour contrasted (matt) against background and extend for 300mm in the horizontal plane beyond the start and finish of the last step nosing at both top and bottom. • Step edge nosings marked/re-marked to clearly define the edges of each step. • Regular inspections to ensure that steps remain in a good state of repair.	1			
3.8.2	External Spaces	Changes in levels/surface joins/edge protection between paths should be smooth and free from protrusions.	1			
3.8.2	External Spaces	External fencing and gates at various locations around school site should colour contrast visually with the background and any ironmongery reviewed for ease of use by those with limited dexterity.	2			
3.8.2	External Spaces	Fixed play installations, seating and planters at various locations around the school site should colour contrast visually with the background.	3			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
3.9.1	Site Management & Compliance	Ensure that all external and internal walking and traffic routes are checked regularly to ensure surfaces are maintained and free from obstructions and projecting hazards (e.g. flower planters, litter bins, rubbish, leaves, winter ice/snow, delivered items, equipment and surplus furniture).	1			
3.9.1	Site Management & Compliance	Ensure that self-closing / automatic door closing mechanisms (where fitted) are working properly. The door should close with minimum force and should not close faster than five seconds.	1			
3.9.1	Site Management & Compliance	Ensure there is recorded evidence of adherence to statutory recommended checking, servicing and maintenance of installed systems including heating, lighting (including emergency fittings), emergency warning, fire alarm and hearing 'loop' systems (if applicable).	2			
3.10.2	Means of Escape	Consider improving the fire alarm system to include visual alarm devices and/or providing personal vibrating alarm or alternative for use by people with disabilities.	3			
3.10.5	Means of Escape	The school should confirm that sufficient signage & lighting is provided to be able to identify emergency exits and use emergency escape routes safely, including during the hours of darkness.	1			
3.11.1	Provision of Information	Review existing provision of on-site visitor information and sign-in systems to ensure that the needs of wheelchair users and the visually impaired are considered. Consider providing all published information in alternative formats/software and advertise the availability in all publications and on school website. Copies of the displayed information should also be available to download from the school website. Further guidance is available from The UK Association for Accessible Formats.	2			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
3.11.2	Provision of Information	Liaise with the school's IT provider to ensure that the school's website meets accessibility standards in relation to the content people need in order to use their services.	2			
3.11.2	Provision of Information	When reviewing information provided on the school website consider the following: • A map (e.g. Google) showing location, directions and travel modes. • Details of any designated on and off-street accessible parking, drop-off points and your arrangements for advanced telephone notification for additional assistance. • Accessibility of school site entrances, site routes and access to buildings. • Accessible toilet provision.	2			
3.11.3	Provision of Information	Ensure that the school's Accessibility Plan is made available on the school website.	2			
3.12.1	Training, Awareness & Consultation	Ensure that equality and diversity awareness training is provided to all staff and governors as part of the school induction process and refreshed periodically as necessary. Free Equality and Diversity training is available via the Free Courses England website.	1			
3.12.2	Training, Awareness & Consultation	Consider seeking views from a wide variety of stakeholders to develop and improve the school's accessibility plan.	3			
3.13.1	Future Planning & Design	Ensure that a pan disability approach is taken during your capital and/or maintenance planning and design process (i.e. ensure wheelchair users, individuals with limited walking abilities and other physical disabilities, partially sighted, sightless, hearing impairments and neurodiversity are considered). SEND guidance advises that students with mobility aid(s) and special needs assistant may need the same space used by two non-disabled students. A pupil using a wheelchair and mobility	3			

Audit Report Ref No.	Item	Activity	Priority	Est Cost	Actioned by	Date actioned
		aid(s) may need the space used by three non-disabled students. Additional storage space requirements will also need considered in forward planning for pupil attendance. By including these adaptations in the design at an early stage the cost will be neutral and will future proof your facilities for all users in years to come. Refer to the following Government guidance for advice and reference: • GOV.UK Area guidelines and net capacity for schools • GOV.UK – Standards for school premises guidance				
3.13.2	Future Planning & Design	Neurodivergent students can benefit from the provision of quiet spaces and / or sensory areas within the school. If not already provided, consider the provision of quiet spaces /or sensory areas when developing future strategies for inclusive access.	3			