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ACCESS AUDIT REPORT & DRAFT ACCESSIBILITY PLAN

9 June 2021

*Prepared by Barbara Ross,
Kym Allan Safeguarding, Health and Safety Consultants Ltd.*

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Background

The purpose of an access audit is to assess the suitability of a building for use by people who have physical, sensory, or mental impairments.

Following the audit, deficiencies in the building design may emerge. Further investigation will be required to identify and prioritise potential solutions and costs. It is recommended that managers consult specialists in building design and access for advice on the most appropriate solutions.

The access audit report is designed to help you produce an action plan for improvement for inclusion in the School Accessibility Plan or as part of an addendum (objectives) to the School Single Equality Scheme/Policy or School Development Plan.

The report will:

- identify necessary adjustments in the service provided to disabled staff, pupils and visitor's to the school in order to meet the requirements of the Equality Act 2010, BS8300 (Design of buildings and their approaches to meet the needs of disabled people - Code of practice) and Parts M and K of the Building Regulations.
- provide the first "reasonable step" to prioritising and improving disabled access to the school and to the services it provides as indicated in current legislation.
- consider the current management and organisation of the building and the service it provides in order to achieve maximum accessibility for all users.
- inform the setting's Accessibility Plan and/or the objectives identified in the School Single Equality Scheme. It will also help to identify issues which may be included in future refurbishment, regular maintenance and budget planning for substantial capital costs.
- support bids and applications for consent for alterations, extensions and new builds in compliance with Parts M and K of the Building Regulations.
- assist application for Lottery, Government funding and other grants available to schools and other settings.

Dimensions used are generally taken from Part M (Access to and Use of Buildings) and Part K (Protection from falling, collision and impact) of The Building Regulations 2013 edition and should be seen as minimum requirements.

The Built Environment

Buildings and the spaces separating or linking them have conventionally been designed, constructed and used in ways reflecting the size, strength and capabilities of an average fit and healthy person.

People who have been excluded or inconvenienced by the limitations of these norms have been considered to have "special needs". More recently however, designers have been spurred on, particularly by legislation relating primarily to new buildings, to provide for the safety and convenience of a much wider range of users, notably people with impairments.

The introduction of the Disability Discrimination Act in 1995, which was replaced by the Equality Act in 2010, means that it is no longer acceptable to discriminate unreasonably against disabled people by providing them with lower standards of service or lesser employment opportunities. Two main issues have therefore emerged for consideration and action – the location, design, construction and use of new facilities and the alteration and adaptation of existing premises. These considerations extend beyond the fabric of the buildings and their surroundings to the ways in which they are used.

The Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation into one overarching piece of legislation governing the need for all reasonable steps to be taken to adapt the workplace for disabled people and to ensure that as far as is reasonable, the service being provided is not run in a way which makes it unreasonably difficult or even impossible for a disabled person to use.

The first step towards meeting the requirements of the Act is for education providers to carry out a thorough evaluation of their premises. The way forward is to treat inadequacies in an access audit not as problems but as challenges and opportunities for positive change.

Introduction & General Site Information

- This access audit report and draft accessibility plan was carried out at Orgill Primary School on Wednesday, 9 June 2021 by Barbara Ross from Kym Allan Safeguarding, Health & Safety Consultants Ltd.
- Further upgrading and/or development work identified in this survey to improve accessibility may be subject to applicable listed building, planning, conservation and building control approval and should be designed in line with current Buildings Regulations and British Standards as appropriate.
- Orgill Primary School was constructed in 1998 to serve late-20th century housing developments west of town centre with additional extensions and internal modifications to date.
- Extensive outdoor space comprises a mix of soft and hard play to the sides and back of the site with shelters and areas of woodland.
- Age range: 2 – 11yrs.
- Number of FTE pupils: 260 FTE.
- The school currently has pupils attending that have been identified as having a physical or mental impairment which has an adverse effect on their ability to carry out normal day-to-day activities.
- All pupils participate fully in school life and are involved and participate in educational trips, visits to other schools, sports events and other curricular activities off school site.
- The school provides wraparound care; school-run Breakfast Club from 8.00am – 8.45am each school day and an after-school club from 3.15pm – 5.30pm during term time. The care is provided for pupils of Orgill Primary School only.
- The number of staff employed directly by the school (full-time, part-time, teaching and non-teaching) is 46. Of these, there are currently no known individuals with a physical or mental impairment that would have a substantial and long-term negative effect on their ability to do normal daily activities.
- The public attend parent's evenings, school performances and other events that are organised by the school on school premises only. The school site or building(s) is not used for any other purpose and no formal lettings take place.
- Transport to the school site is either on foot or private transport. Public transport is infrequent and would not be suitable for attending or visiting the school regularly. The nearest bus stop is on Egremont main street. The nearest train stop is at St Bees. Both public transport uses would then require onward transit to the school site by either foot or private vehicle.

Scope

The Access Audit and subsequent report was undertaken in line with the Equality Act 2010. It does not state specific EA performance criteria, nor does it give detailed specifications for the design of a management plan.

Audits tend to represent a 'snapshot' in time and are based on 'sampling techniques' so may not identify everything that is non-compliant. This audit report covers what was seen at the time and, where possible, reflect good practices and identified suggested improvement and priorities. Absence of comments should not however be taken to imply full compliance with legislation.

This audit report covers:

- Car parking and approach
- Routes and external level change including ramps and steps
- Entrance including reception
- Corridor and assembly area
- Vertical movement and internal level change including lifts, internal ramps, stairs and doors
- Access to and in spaces for staff, pupils and potential visitor's
- WC provision for all users
- Signs and information
- Means of escape

For further details and guidance refer to the following documents: The Equality Act 2010, BSI British Standard 8300:2009 – Design of buildings and their approaches to meet the needs of disabled people – Code of practice, Building Regulations Approved Document M (2015 edition) - Access to and use of buildings and Building Regulations Approved Document Part K (2013 edition) - Protection from falling, collision and impact.

The audit report includes findings and recommendations with suggested priorities/timescales.

Suggested priorities/timescales are as follows:

- **1.** Within one month – immediate action is recommended to put changes into effect.
- **2.** Within 6 months – where action is recommended within the short term to alleviate an access problem.
- **3.** Within one year – where action is recommended to improve access.
- **4.** As funds allow, if individual pupil/staff requirement or implemented as part of a long-term plan.

DRAFT ACCESSIBILITY PLAN



School/Building:	Orgill Primary School		
Address:	Southey Avenue, Egremont. CA22 2HH		
Auditor:	Barbara Ross, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	Date of Survey:	9 June 2021

TIMESCALE:

1. Within one month – immediate action is recommended to put changes into effect.	2. Within 6 months – where action is recommended within the short term to alleviate an access problem.	3. Within one year – where action is recommended to improve access.	4. As funds allow, if individual pupil/staff requirement or implemented as part of a long-term plan.
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AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
Checklist A - CAR PARKING AND APPROACH					
	Parking	<p>There is a designated parking area in front of the main school entrance gates and off the public highway with space for 15+ vehicles. There is also additional parking available at the roadside on the public highway near to the school site.</p> <p>There is no parking reserved for people with reduced mobility on site. At least one space (5% of the overall parking provision) should be provided as near to the school main building entrance as possible, clearly marked out, sign posted, suitably spaced and surfaced and only used by people who have a blue badge.</p> <p>After parking a vehicle the route should also be suitably surfaced, free from or have dropped kerbs and minimum width of 1.5m. If possible, the route should be quite separate from any vehicle route.</p>	<p>N/A</p> <p>3</p> <p>4</p>		
	Approach and routes to main building entrance	<p>The route to the main building entrance – from the site entrance and designated/general parking spaces - should be;</p> <ul style="list-style-type: none"> • free from or have dropped kerbs, • have intermediate seating for routes that exceed the maximum recommended walking distance (50m uncovered/100m covered), • minimum width of 1.5m. 	4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	External lighting & signage to entrance	<p>External lighting along main external routes - from the site entrance and from designated/general parking spaces - could be improved to help with orientation during darkness. Consider design and positioning to avoid reflection, glare and shadows.</p> <p>The route to the building entrance has some clear signposting but future improvements to school signage could include a sign with arrow to the front of the building and a sign to identifying school entrance above the main entrance door. See Checklist C for further guidance.</p>	<p>3</p> <p>4</p>		
	Surfaces of approach	The surface of approach to the main entrance into the school is in good order and free from potholes and loose gravel.	N/A		
	Street and grounds furniture/ ironmongery	<p>The main routes to building entrance are clear from projecting hazards.</p> <p>In future development use colour, texture changes, and tapping rail to help with in orientation. Flower planters should be chosen for colours and scents.</p>	<p>N/A</p> <p>4</p>		

Checklist B - ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

	External ramps	<p>The route to the entrance has a slope less than 5% so it is not considered a ramp. However, the slope could be improved as follows:</p> <ul style="list-style-type: none"> • provide edge protection, • colour contrast (matt) level change with that of the landings. <p>For other external ramps into the building, other than main building entrance see Checklist M for recommendations.</p>	<p>To Note</p> <p>See Checklist M</p>		
	External steps	<p>There is no steps to the main building entrance.</p> <p>For other external steps into the building, other than main building entrance see Checklist M for recommendations.</p>	<p>N/A</p> <p>See Checklist M</p>		

Checklist C – ENTRANCES, INCLUDING RECEPTION

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Entrance doors and thresholds	<p>The main entrance door does not have a level/flush threshold and a rubber threshold ramp or upstand could be provided to overcome this problem.</p> <p>Improve colour contrast between entrance door and architrave.</p> <p>Provide facility to summon help and position at least 750mm and not more than 1200mm above ground on external façade by main entrance door. Ensure signed and colour contrasted (matt) with background to highlight this facility clearly.</p> <p>Alter/repair door mechanism to help reduce opening/closing pressure on door.</p> <p>When replacing main entrance door in the future redesign to provide a clear width opening of up to 1000mm and threshold of no more than 15mm. An automatic door should also be considered.</p>	<p>2</p> <p>1</p> <p>4</p> <p>1</p> <p>4</p>		
	Reception areas incl. desks, seating and lighting	<p>A portable induction loop should be purchased for the use of hearing-impaired visitors and display the sign to indicate the facility is available.</p> <p>Future developments should ensure that the reception desk is suitable for approach and use by standing and seated position.</p> <p>For sign in systems including manual / electronic see Checklist L for recommendations.</p> <p>Improve natural and/or artificial lighting (to achieve illuminance of at least 100 lux at floor level). When replacing lighting throughout the school consider the design and fitting position to avoid reflection, glare and shadows.</p> <p>A mix of seating, with and without arms, should be provided for ease of use by visitors.</p> <p>Furniture, floors, walls, doors and ceilings should be colour contrasted (matt) when updating during routine maintenance programme.</p>	<p>3</p> <p>3</p> <p>See Checklist L</p> <p>3</p> <p>4</p> <p>4</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Signs	<p>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; https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/148500/Wayfinding.pdf</p> <p>The information and signs should be at a height that allows readability for all users.</p>	<p>2</p> <p>2</p>		

Checklist D – CORRIDOR, STAIRWELL AND ASSEMBLY AREA

	Lateral circulation, width of corridors	Most of the circulation and corridor spaces would be suitable for wheelchair users to manoeuvre and someone to stand aside. A minimum clear width of 2400mm is preferable along all corridors.	To Note		
	Internal directional signs	Provide directional signs (supported by tactile information such as an accessible map) for people progressing to other parts of the building; include wayfinding information to include location of accessible toilet facilities.	2		
	Lighting, floor surfaces and tonal contrasts of surfaces	<p>Improve natural and/or artificial lighting (to achieve illuminance of at least 100 lux at floor level).</p> <p>Floors, walls, doors and ceilings should be colour contrasted (matt) in an ongoing routine maintenance programme.</p> <p>Remove loose mats that buckle and curl and/or mat wells that do not have flush mat inserts.</p>	<p>4</p> <p>3</p> <p>1</p>		

Checklist E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (LIFTS)

	Passenger lifts (fully enclosed)	None installed.	N/A		
	Platform lift (partially enclosed)	None installed.	N/A		
	Wheelchair lift (fold away)	None installed.	N/A		
	Chair lift (transfer)	None installed.	N/A		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
Checklist F - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL RAMP)					
	Internal ramps	Small internal ramp in corridor AG035 (between hall and courtyard) should be clearly indicated by use of sign/colour/contrast/floor texture.	4		
Checklist G - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL STAIRS)					
	Internal stairs	<p>Stairs for circulation throughout ground floor could be improved as follows:</p> <ul style="list-style-type: none"> • approach to stairs identified by colour contrasted (matt) textured/tactile floor surface, • improve natural and/or artificial lighting (to achieve illuminance of at least 100 lux at floor level), • Guard and handrail to stairs from AG021. <p>Stairwell A1003 and A1023 to first floor level could be improved as follows:</p> <ul style="list-style-type: none"> • signs for wayfinding information at each floor level, • approach to stairs identified by colour contrasted (matt) textured/tactile floor surface, • improve natural and/or artificial lighting as above. <p>Vertical movement between ground floor circulation and to first floor level could be achieved by powered means lift - fold to wall platform or wheelchair. A full survey by lift manufacturer would determine suitability and structural obstacles with installation. This could allow circulation and access to all levels and facilities in this building.</p>	<p>3</p> <p>3</p> <p>4</p>		
	Provision of handrails and landings	<p>Handrails could be improved as follows:</p> <ul style="list-style-type: none"> • install appropriate colour contrasted (matt) handrail on each side to classroom AG019 • handrails throughout school should be usable (some have equipment/furniture in the way). 	3		
Checklist H - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL DOORS)					

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Access to and in dining areas/ assembly hall/entertainment spaces	<p>Improve artificial lighting (to maintained illuminance of 350 lux level).</p> <p>An induction loop / hearing enhancement system could be installed in assembly halls and meeting rooms to improve the audio for those with hearing problems.</p> <p>If the school lease out the school premises to other parties, they will need to consider the implications of the Equality Act 2010 and ensure that a disabled person is not treated less favourably than a non-disabled person when gaining access to the site, building or using the school facilities.</p> <p>If the school use other premises for school use (including community halls and churches), they will need to consider the implications of the Equality Act 2010 and ensure that a disabled person is not treated less favourably than a non-disabled person when gaining access to the site, building or using these facilities.</p>	<p>4</p> <p>4</p> <p>To Note</p> <p>To Note</p>		
	Accessibility of control systems - dining areas/ assembly hall/entertainment spaces	Clearly identify accessible switches, handles, emergency 'break-glass', door exit and other controls by colour contrast when upgrading decoration.	4		
	Seating and furniture - dining areas/ assembly hall/entertainment spaces	<p>Ensure that tables and chairs have rubber soles and furniture, seating and flooring is colour contrasted in future programmes.</p> <p>Space out seating and provide clear spaces for individual with limited mobility or wheelchairs in audience seating.</p>	<p>4</p> <p>3</p>		
	Shower/bathroom facilities	<p>There is no shower/bathroom facility on site.</p> <p>Consider providing unisex wheelchair-accessible changing and shower facility within your future development plan.</p>	<p>N/A</p> <p>4</p>		
Checklist J - WC PROVISION – ALL TOILET AREAS					
	Female - Staff & Visitor's WC	Designated female staff and visitors WC AG034 would not be accessible to wheelchair user. The WC facility could be used by ambulant disabled people with redesign to include the provision of outward opening cubicle door, support rails and easy gripped/operated ironmongery.	4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		Future development of the WC would also benefit from: <ul style="list-style-type: none"> • improved signage, • colour contrasted (matt) finish walls, doors, fittings, ironmongery and surfaces, • door handles, locks, flush and light switches easy grip/operated, • lever type or infra-red taps for use by people with limited dexterity. 	4		
	Male - Staff & Visitor's WC	Designated male staff and visitor's WC AG028 would not be accessible to wheelchair user. The WC facility could be used by ambulant disabled people with redesign to include the provision of outward opening cubicle door, support rails and easy gripped/operated ironmongery. Future development of staff WC AG028 would also benefit from: <ul style="list-style-type: none"> • improved signage, • colour contrasted (matt) slip-resistant floors, • colour contrasted (matt) finish walls, doors, fittings, ironmongery and surfaces, • door handles, locks, flush and light switches easy grip/operated, • lever type or infra-red taps for use by people with limited dexterity. 	4 4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		Introduce or set out procedure to ensure someone is trained and designated to respond to an emergency call from alarm in the facility.	2		
Checklist L – INFORMATION, SITE MANAGEMENT AND COMPLIANCE					
	Information materials and systems for pupils, parents and others	<p>Notice boards, information displays, and sign-in, site access and visitor management system (manual/electronic) should be within reach of both ambulant and wheelchair users and format considered with visual impairments in mind.</p> <p>Consider providing published all 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 available from The UK Association for Accessible Formats, http://www.ukaaf.org</p> <p>The design, layout and colour contrast of school website should be reviewed for users with vision impairments – use light text on dark background, sans-serif font and 14-point text size (if space allows). DfE guidance also suggests that information should be ‘readily accessible’ on a webpage without the need to download or open a separate document.</p> <p>When reviewing information on your school website consider providing the following.</p> <ul style="list-style-type: none"> • 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 building(s). • accessible toilet provision. <p>The School Information Regulations 2012 determines the statutory information which must be provided on a school website including the following information.</p> <ul style="list-style-type: none"> • Special educational needs and disability (SEND) information report including the local authority’s link and/or where the local offer is published. 	<p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<ul style="list-style-type: none"> Accessibility plan – prepared by the Governing Body in compliance with paragraph 3 of schedule 10 of the Equality Act 2010. 			
	Site management – external / internal	<p>Check the following on a regular basis.</p> <ul style="list-style-type: none"> external walking and traffic routes to ensure surfaces are maintained and free from obstructions and projecting hazards (e.g., flower planters, litter bins, rubbish, leaves, winter ice/snow), internal walking and circulation routes, dining areas/assembly hall/entertainment spaces, lifts and toilet areas regularly to ensure surfaces are maintained and free from obstructions and projecting hazards (e.g., delivered items, equipment and surplus furniture), door closers force and timing mechanisms. The door should not close faster than five seconds. 	1		
	Compliance – servicing and maintenance	<p>Adhere to statutory recommended checking, servicing and maintenance of installed systems including heating, lighting (including emergency fittings), emergency warning and fire alarm.</p> <p>External/internal lighting - ensure missing bulbs and/or fluorescent tubes are replaced as soon as possible as part of ongoing maintenance programme.</p>	1 1		
Checklist M - MEANS OF ESCAPE					
	Emergency evacuation procedures for disabled people – PEEP/GEEP	<p>Develop Personal Emergency Evacuation Plan (PEEP) for those needing assistance (inc. regular visitors), which outlines how and by whom they will be evacuated.</p> <p>When disabled non-regular visitors attend the school, a ‘buddy’ system must be set up whereby named persons are responsible for ensuring these persons are assisted to evacuate the building and a General Emergency Evacuation Plan (GEEP) developed for and with that person.</p> <p>Ensure that staff, pupils and visitors are trained (or aware of as appropriate) in the evacuation procedures when the school premises are used during/outside normal school hours and have considered individuals needing assistance and if applicable safe refuge areas identified.</p>	3 4 1		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		A sign/notice should be displayed at entrance/reception to ask visitors to inform staff if they require emergency evacuation assistance. A template sign was left on site during my visit.	1		
	Exit doors, steps, ramps and escape routes	<p>Review all other exit routes from school building and include improvements in future maintenance programme as follows:</p> <ul style="list-style-type: none"> • minimum single leaf door width opening of 775mm (measured excluding fitted finger guards), • clear vision panel (minimum zone of visibility between 500mm and 1500mm), • glass door/fully glazed door with narrow stile should have a permanent manifestation and contrast visually with the background through the glass, • door furniture should be operable with one hand, • door thresholds and any small steps should be redesigned to remove/reduce, • steps that cannot be redesigned should be replaced with a permanent ramp or designated emergency use only and step edge nosings marked/re-marked to clearly define, • colour contrasted (matt) handrail to be provided if more than two steps, • colour contrast (matt) between door, architrave, door furniture/door release bar, • ensure the height of the door access/exit controls are between 750mm and 1200mm above ground level, • ramps should have colour contrasted (matt) edge protection and colour contrasted (matt) handrail to at least one side. <p>Priority review of exit routes to play area from nursery to provide permanent manifestation.</p> <p>Vertical movement out of main exit routes could be achieved by external powered means lift. A full survey by lift manufacturer would determine suitability and obstacles with installation.</p>	<p>4</p> <p>1</p> <p>4</p>		
	Emergency warning/lighting system	The fire warning and detection does not warn deaf and/or hard of hearing people in the event of a fire. Consider improving/providing/extending this system to include visual alarm devices and/or providing personal vibrating alarm or alternative for use by people with disabilities.	4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
Checklist N – OTHER					
	External areas inc. outside areas, recreation, play, routes and approaches	<p>External seating, furniture, benches, fencing and gates at various locations around school site could be colour contrast visually with the background and any ironmongery reviewed for ease of use by those with limited dexterity.</p> <p>External steps and/or ramps to all play areas and levels would benefit from visual and tactile warning to top and bottom of steps, installation of handrails and where installed should be colour contrasted (matt) against background and step edge nosings marked/re-marked to clearly define the edges of each step.</p> <p>Changes in levels/surface joins/edge protection between paths, play areas and grassed areas should be smooth and free from protrusions.</p> <p>When refurbishing/replacing current outdoor play facilities consider accessible playground equipment (e.g. large ramps, sensory play panels and slides), surfaces and colour contrast (matt) to allow future access for all users.</p>	<p>3</p> <p>3</p> <p>3</p> <p>4</p>		
	Future planning and design	<p>Consider needs of individuals in wheelchairs, with limited walking abilities, partially sighted, sightless and hearing impairments during design process. By including these adjustments at an early stage it could be cost neutral and will future proof your facilities for all users in years to come. Refer to the following documents for advice and reference.</p> <ul style="list-style-type: none"> • Building Bulletin 102: designing for disabled children with SEN. • British Standard 8300: designing of buildings and their approaches to meet the needs of disabled people – Code of practice. 	4		
	General training and awareness	<p>Include equality and diversity awareness training in your induction process and ongoing for governors, staff and pupils. The following online e-learning could be explored for suitability and content.</p> <ul style="list-style-type: none"> • Virtual College, Equality, Diversity and Inclusion in the Workplace. http://www.virtual- 	2		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>college.co.uk/products/Equality-and-Diversity-in-the-Workplace.aspx</p> <ul style="list-style-type: none"> LSCB Cumbria online e-learning - Equality and Inclusion in Health, Social Care or Children's and Young People's Settings. <p>http://www.cumbrialscb.com/training/elearning.asp</p>			
	Specific training and awareness	<p>Ensure Special Educational Needs Coordinators (SENCO) receives regular, relevant and updated training to keep abreast of current legislation and operational requirements and involved in developing future strategies for inclusive access and education for all disabilities. Training should then be disseminated to governors, staff and pupils as appropriate.</p> <p>Advice and guidance to support the needs of disabled pupils already in school should be relayed to all staff as necessary.</p>	<p>2</p> <p>1</p>		
	Accessibility plan consultation	Consult to obtain views, advice and ideas from pupils, whole school staff, parents/carers, voluntary groups, local Access Group and wider community to develop and improve your accessibility plan and quality of communication in line with the returns and comments.	2		
	School accessibility and physical environment	<p>SEND guidance advises that pupils with mobility aid(s) and special needs assistant may need the same space used by two non-disabled pupils. A pupil using a wheelchair and mobility aid(s) may need the space used by three non-disabled pupils. Additional storage space requirements will also need considered in forward planning for pupil attendance.</p> <p><i>...add anything else in here that has not been included in the above that would increase the extent to which disabled pupils and members of the school community can access the school site, building and facilities.</i></p>	<p>To Note</p> <p>To Add</p>		
	School curriculum	<i>...add anything else in here that has not been included in the above that would increase the extent to which disabled pupils can participate in the school curriculum. Include out-of-school and extra – curricular activities.</i>	To Add		
	School information, communication and literature	<i>...add anything else in here that has not been included in the above that would increase the extent to which disabled pupils can access information, communication and literature.</i>	To Add		

