

Accessibility Audit and Plan



School:	Raunds Park Infants School
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Website:	www.raundsparkinfants.org.uk
Phone number:	01933 622415
Principal:	Lisa Jeffery, head@park-inf-raunds.northants-ecl.gov.uk
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Audit and plan date:	18.10.2022
New audit and plan due:	18.10.2025

This report can be provided in large print on request or read with a ReaderPen.

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Further information regarding the Equality Act, 2010 and links to further guidance and support can be found in the Nene Education Trust Accessibility Guidance booklet.

1. Executive Summary

An Accessibility Audit of Raunds Park Infants School took place on 18.10.2022. This was to ascertain the current position of the school and to review actions from the previous accessibility plan.

The audit was completed in conjunction with the Principal, Lisa Jeffery, Justin Maling, Estates Team and Lesley Misfud, trainer from Equality Act Audits. Further information was obtained from the school website and discussions with staff.

The Audit describes accepted best practice where appropriate and makes recommendations to improve the accessibility to information, the site and facilities and education.

In summary, since the last audit, the following improvements have been made to accessibility within the school:

- Staff training has become more robust and includes training specifically focusing on disability and diversity.
- Staff are more familiar with supportive technology although this can still be widened further.
- Nosings have been applied to the reception class outdoor area steps.
- The inside of the accessible toilet has been cleared.
- A chair with arms has been added to the staff room.

The updated Accessibility Plan details recommended improvements to be made over time.

Although updating the plan is an on-going process, a further audit will be completed in three years (October 2025) to identify additional progress made and next steps to further promote accessibility.

2. Purpose and procedure of Audit

This audit reflects where the school is with addressing and recognising the requirements of the Equality Act 2010 to promote accessibility for all: pupil, staff and visitors through access to information, the site and facilities and education/ curriculum.

Guidance is referred to, such as, BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People and the Code of Practice, 2015 along with other applicable sources, where appropriate.

The focus of the report is to ensure that the school meets with the requirements of part IV of the Equality Act, 2010 meaning that they do not discriminate against

disabled pupils as well as also covering the obligations under section III of this Act which relates to the provision of services to members of the public.

The audit report includes findings and recommendations for actions where processes do not currently meet legislative or best practice standards. Recommendations may incorporate physical adaptations to the site, changes to policies and procedures or a combination of both.

Schools should have an Accessibility Plan, which is made available on request, and updated, at least, every 3 years. An audit supports this process by identifying progress against actions and any new recommendations arising.

In order to complete the audit and prepare the report and action plan, information has been gathered from:

- the previous audit (2019)
- initial fact-finding from the school
- a review of the information published on the school and Trust website
- an on-site audit, completed on 18.10.2022
- discussion with the Principal and SENDCo

3. Constraints and Limitations to the audit

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No liability is accepted by the Nene Education Trust for any use of this report, other than for the purposes for which it was originally prepared and provided.

Opinions and information provided in the report are based on using due skill, care and diligence in the preparation of the same and no warranty is provided as to their accuracy. It should be noted, and it is expressly stated, that no independent verification of any of the documents or information supplied as part of the audit has been made.

The content of this report is based on the information and access provided at the time of this audit. Any recommendations or advice in this report is based upon evidence seen. Whilst every care is taken to interpret current Acts, Regulations and Approved Codes of Practices, these can only be authoritatively interpreted by Courts of Law. Undergoing of the recommendations in the report could assist in meeting the requirements of the Equality Act 2010/ Disability Discrimination Act (DDA) but does not guarantee it. Nor does compliance with this report remove any liability on the part of the client or give protection against legal proceedings.

External inspections should not infer weakness in the management of a school from the outcomes of the accessibility audit. The ability of the school to address issues considered to require improvement may be constrained by a variety of factors outside the control and influence of the school management and leadership team.

It should also be noted, that there is actually no such concept as being 'fully Equality Act/ DDA compliant' for an existing building. Legislation reads that a new public building will have to show disabled access, accessible toilets etc. but an existing structure will be asked to make "reasonable adjustments" in order to achieve this in the most effective way. Disability and equality legislation is not prescriptive in its recommendations to improve accessibility. As such, compliance with the various Acts cannot ultimately be determined or used as a method for assessing accessibility.

It may not be possible to visit every occupied room during a school site visit. In the case of large school premises, a reasonable sample of teaching environments for pupils and working environments for staff and visitors will be visited. Areas not used for educational purposes, and rooms otherwise not visited during the audit process, are not covered by this report.

Recommendations represent best practice at the time of writing, but the concepts of 'best practice' and 'reasonable' will change with time.

Although Health and Safety and disability equality often share common objectives, Fire Evacuation and Health & Safety legislation may conflict with disability equality legislation. When this happens fire and safety legislation takes priority. Where recommendations have been suggested that may influence the evacuation strategy or the fire safety integrity of the building additional consultation with the relevant local Fire Officer is advised prior to works being undertaken. Additionally, the Code of Practice, 2015 has been referenced for means of escape for disabled people, however, this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the school's emergency evacuation plan.

For this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various user groups and appropriate employees prior to undertaking specific adaptation works arising from recommendations within this report.

If the site or buildings have a listed building status or are located within a designated conservation area, professional advice must be sought for planning applications.

Externally sourced images are used within this report; these are for illustrative purposes only.

4. Contextual Background to the school

It is important to note that each school varies in context and this should be taken into account when thinking about how the school approaches maximum accessibility.

Raunds is a small market town in rural Northamptonshire, England. It has a population of 9,379 (2021 census), is a civil parish, and is in the North

Northamptonshire district. Raunds is situated 21 miles (34 km) north-east of Northampton. The town is on the southern edge of the Nene Valley and surrounded by arable farming land. Nearest civilian airports are Luton 50 miles and East Midlands 65 miles. Raunds is adjacent to the A45 and close to the A14 jct 13. Access to the M1 and A1 is close and the A14 runs from Britain's largest container port at Felixstowe in Suffolk to join the M6. Bus services are limited, the X46 links the town with Wellingborough, Rushden and Northampton, running half-hourly. The catchment area for the school is now predominantly Raunds based.

The school is driven by 6 core Values, which feed into all that they do. Their Values are: Kindness, Patience, Independence, Curiosity, Honesty and Bravery. They believe that by showing these Values and teaching the children to embrace these as they develop, the school can help children to become outstanding members of the community - these Values are for life, not just for the school year.

At Raunds Park Infant School, their mission is to create a happy and caring learning environment where they all feel valued and secure. They aim to:

- promote Values across all aspects of school life to help children become responsible and valuable members of society.
- promote a happy atmosphere in school, and help develop every child's personal, social and emotional development to enable them to be successful learners.
- provide a broad and interesting curriculum taught through a creative, thematic approach, which is enhanced by the use of visits, visitors and the local community.
- encourage and expect high standards of behaviour.
- promote positive and meaningful partnerships between staff, parents and the community and to work together as a big family.

Admissions to the school are non-selective and facilitated through the North Northamptonshire Council who manage the Nene Education Trust's admissions and appeals process. The Ofsted rating of the school in 2017 was 'good'.

The school backs on to Manor School Sports College (also part of the Nene Education Trust). There is a playground at the front of the school. The school is on one level apart from the principal's office which is up a staircase as the only second floor room. As you enter the main school door, the reception classes are to the left and to the right are the year 1 and 2 classrooms. The reception entrance area has a table where you sign in and the school office is off this area. The school is accessible for all the pupils. The staffroom is in a portacabin and is approached via 3 steps. There is a staff car park between Raunds Park Infant School and Manor School Sports College. There is no car park available for parents and carers so on-street parking is used when travelling by car. There is a zebra crossing outside the school with tactile paving. There is one pedestrian entrance with an intercom. The main door is automatic and has an intercom. There is one disabled toilet which is approx. 50 metres from Reception. There have been no recent structural builds.

There are 159 pupils on roll with a two-form entry system. The school has steadily increased in numbers with both the reception and Year 1 cohorts being full. With a PAN of 56, full capacity of the school is 168. There are 16 SEN pupils which represents 10% of the school roll and 14 pupils registered for Pupil Premium (9%). 6 pupils have English as an additional language (4%).

The Vice Principal, Julia Underwood is also the SENCo and a class teacher; she has been in post for 14 years. As she is also the Vice Principal, she is able to promote SEND within the SLT. Progress of children with SEN and the relationships with parents is reported to be operating successfully. Factors such as wait times for pupils with SEND to be seen by external professionals and on-going difficulties with funding can impact pupils with SEND although the school try to work proactively to manage these as effectively as possible

The leadership team makes the safety of pupils its highest priority. Safeguarding arrangements are fit for purpose and records are detailed and of high quality. Leaders and governors complete annual safeguarding audits to check that safeguarding arrangements continue to be robust. All statutory checks on staff are carried out and recorded carefully. All staff receive regular and appropriate training and have a good understanding of their responsibilities to ensure children's safety and well-being. Staff make prompt referral and leaders seek external support when needed. The school knows each pupil and their family well enabling prompt action if this is required. Pupils feel safe at school and have a good understanding of equality, potential dangers and how they can keep themselves safe. Ofsted, 2017


5. Audit Findings

5.1: Ratings:

- Exemplary - Highly effective, exemplary or innovative practice that fully supports accessibility for all pupils, staff and visitors.
- Compliant - Effective practice that supports accessibility for a significant majority of pupils, staff and visitors.
- Improvement recommended - Practice could more effectively support accessibility for pupils, staff and visitors.




5.2: Access to Information




Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Staff training on equality and disability	Staff receive training both in school and as part of the Trust with recent external training in 2021/22.	Compliant	Ensure continued training is planned and implemented.	
Staff knowledge of technology and support strategies for assistance	Staff have knowledge of some technologies and support strategies. They know to ask the SENDCo for support and further advice if this is required. Coloured overlays are available and mirroring and magnifying facilities are available through the ipad/ IWB. Individual hearing loops have been used by some staff.	Compliant	Train staff on software such as text to speech/ immersive reader	
Arrangements for providing adaptive materials e.g. large print, digital	Information is currently provided mainly in electronic or paper copies. Enlarged copies, alternative languages etc would be provided on request.	Improvement recommended	Keep an enlarged version of visitor information e.g. safeguarding information to provide if requested. Have a clear plan of how accessible information would be provided if requested.	





			Provide an induction loop to assist hearing aid users.	 <p>HEARING LOOP INSTALLED Switch hearing aid to T-coil</p>
Website and social media accessibility	The website is clearly organised and has headings to support content organisation. Information, documents and policies can be found easily. Policies relating to equality, access and medical support are available. The content management systems supports accessibility. Colour has been used with care and forms have been designed for accessibility. There is a search facility and option to change the language if required.	Compliant	Investigate using text to speech on the website. Investigate the use of QR codes to access relevant information and QR voice for important messages that you have displayed.	
Complaints procedure	In date, Trust complaints policy is available on the school website.	Compliant	Maintain existing practice.	


5.3: Access to Site and Facilities

Approach to the school site:




Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
<p>Access to the site e.g. public transport routes</p>	<p>The nearest bus stop to school is in the town centre.</p> <p>There is a zebra crossing outside of the school with tactile paving.</p>  <p>There is also dropped curbs and a barrier outside of the school gates before the road.</p>  <p>The zig-zag lines outside of the school have become faded over time.</p>  <p>A support cable outside of the school gate is unmarked.</p>	<p>Improvement recommended</p>	<p>Provide details of how to access the schools via public transport. Add a google maps links.</p> <p>Contact should be made with the council to repaint the zig-zags and potentially the zebra crossing as well. Additionally, the support cable should be raised</p>	







	 <p>On bin day, multiple bins lined the pavement to the school which restricted access.</p>  <p>The pavement leading to the school would benefit from repair as it is uneven in places with cracks and potholes. The site has separate pedestrian and vehicle entrances.</p>		<p>as this needs to be better identified – painted yellow/ warning tape around it.</p> <p>Assuming that the bins belong to RPIS and Manor, these would be better placed on the road side than the pavement to allow safe access on the pathway. Alert council to review the condition of the pavement to authorise repair.</p>	
Disabled parking facilities	<p>There is not a car park and so disabled parking facilities are not available at the school. Parents are reminded to park safely through newsletters and reminders.</p>	Compliant	<p>If regular disabled parking is required, the council could be approached to mark out a disabled bay in close proximity to the school entrance.</p>	
School perimeter e.g. gates, fences	<p>The school site is secured by fencing with two locked pedestrian gates. The main gate has a security intercom with clear instructions of what to do.</p>	Compliant		

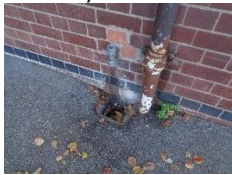

	 <p>On the second pedestrian gate, the slabs on entry into the gate are dropped and uneven.</p> 		Slabs to be replaced so they are even and at the height of the pavement or a small slope to be installed for safe entry.	
Signage	<p>The school sign is clear and contains useful information.</p>  <p>The signage on the main gate is in capitals which is harder to be read.</p> 	Improvement recommended	Replace sign with lower case letters.	
Entry to the school	On entrance to the site, signage is clear of where the main entrance is and the route is clear from the gate the entrance.	Compliant		

				
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On the school site:

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Signage into the school	<p>Signage to the main entrance is clear.</p>  <p>At the front door, there is an intercom but it isn't clear what needs to be done.</p> 	Improvement recommended	Add an instruction card next to the entrance buzzer.	
Movement around the site	There is free access around the playground. The play equipment and seating hut could not be accessed by a wheelchair but there are other available resources which can be used.	Compliant		
Ramps and entry doors	The exit ramp (used as a fire exit) only has one hand rail.	Improvement recommended	Add an additional handrail along the	

	 <p>The door (for exit mainly) has the same coloured handle.</p>  <p>Only one handrail is in place to the automated door for disabled access. The door handle is the same colour. The mat needs to be flush to the door.</p>  <p>The door handle is the same colour so does not stand out.</p> 		<p>opposite side of the ramp.</p> <p>Paint the door handles or add hazard tape to mark more clearly (this is a recurring need across the site).</p> <p>Add an additional hand rail to the right of the ramp.</p> <p>Move mat to the door edge.</p> <p>Remove unneeded door stop on wall and tie back chains.</p> <p>Door handle as above.</p> <p>Door handle as above.</p>	 
Playground surfaces including drainage	There are two drains in the play area, one outside of the automatic doors into Y1 & Y2	Improvement recommended	Yellow edging needs to be painted around the	

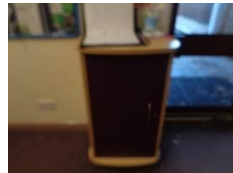
	<p>and one by the main entrance. These are both dropped and not clearly marked.</p> 		<p>edge of the drains to make these clear.</p>	
Outside space/ Recreational equipment	<p>There is various accessible seating available in the playground with different areas, to include a quiet undercover area.</p> <p>There is a drop in height leading to singing station area.</p> 	Compliant	<p>Add a ramp to ensure the singing station is accessible for all.</p>	

In the school building:

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Main reception facilities	<p>There is room in the main reception for a wheelchair to enter, be manoeuvred and wait. There is a seating area but it is a low sofa which doesn't have any arms to push up.</p>	Improvement recommended	Replace sofa with two chairs with arms	



The sign in book is on a table, although this height would not accommodate someone in a wheelchair. A disabled user could access support from the main office.



There is an accessible toilet 50 metres from the office which is clearly signposted as is the fire exit.






The door from the main reception area to the Year 1 and 2 corridor is noisy when opening and closing. A door safety guard has been fitted but this means the door is no longer 800mm.






Provide a fold down shelf on the wall or knock through a window hatch at an accessible height to link the office and reception area.


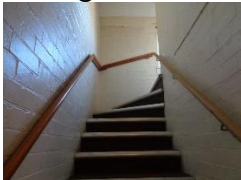






Attend to hinge of door to ensure this is quiet on opening and closing. Remove door safety guard to ensure full accessibility.



Internal signage	<p>There is a variety of high-quality internal signage as examples of good practice throughout the school. There are some signs still written in capitals and these should be replaced with lower case lettering.</p>  <p>Classrooms are labelled but these are inconsistent so could be hard for someone who is visually impaired. A uniform approach to signage naming the class and staff would make this clearer.</p> 	Improvement recommended	<p>Ensure all signage is written in lower case letters</p> <p>Provide consistent signage for classrooms.</p>	
Accessible toilets & changing facilities	<p>There is an accessible toilet which is clear with room for a wheelchair to manoeuvre. Approaching the accessible toilet is more difficult as a clothes rack protrudes and then a shelving unit stops the door being able to be opened fully.</p>	Improvement recommended	<p>Ensure the route to the accessible toilet is clear.</p>	

	<p>The lock on the door is also too high. Signage to the accessible toilet as in the reception area would help people to know where it is.</p>   <p>Some of the handles in the toilet are contrasting but the rails on the cream wall would benefit from being a different colour. A light which flashes if the fire alarm goes off is installed. There is no emergency alarm in the toilet.</p> 	<p>Move the door lock to an accessible height. Add a sign for the accessible toilet in the corridor leading to it (similar to signage in the reception area).</p> <p>Make rails a contrasting colour.</p> <p>Fit an alarm in the toilet.</p>	 
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<p>Medical facilities</p>	<p>There is no medical room in the school but there are two, locked medical cupboards. There are trained first aiders on site and a medical needs policy on the website.</p> 	<p>Compliant</p>		
<p>Movement in the school building, including corridors, stairs, lifts, evacuation routes</p>	<p>Although the Principal's office is not accessible for wheelchair use due to the stair case, there is a double hand rail and an alternative meeting space would be arranged for a wheelchair user. The treads and risers are the same height and nosings are clear.</p>  <p>The steps to the staff room have clear nosings but only one handrail.</p> 	<p>Improvement recommended</p>	<p>Add a second handrail to the steps.</p>	

	<p>Corridors are clear and clutter free in the Year 1 and 2 hallway.</p>  <p>The reception class corridor doesn't allow enough width with the drawer units within this.</p> 			<p>Move furniture from reception class corridor to allow wider movement space (min 1.2m).</p>	
Teaching spaces including furniture, equipment and decor	<p>Classrooms are generally spacious with good movement around them. They are decorated in neutral colours with sufficient contrast between doors, walls and floors.</p>  <p>Nosings on steps are clear. A ramp should be provided should a wheelchair user need access.</p>	Compliant		<p>Provide a foldable ramp for access to the outdoor area.</p>	



Clear space movement around outdoor reception area with secure boundary. Children are always supervised when in the outside area which allows for safety around the storage space.






Ensure all classrooms allow clear access both in and out and around the classroom.




All classrooms have blinds and IWBs.



Check movement pathways around all classes and access both in and out of the room. Ensure a minimum 900mm circulation width is maintained on all routes.

<p>Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces</p>	<p>A quiet space is available should children need to use this as well as a well equipped library.</p>  <p>A breakout intervention space is easily accessible from the corridor as well as a further space outside the Y1 classrooms.</p>  <p>The staff room has a chair with arms.</p>	<p>Compliant</p>	<p>Ideally, children wouldn't use the staff room as a teaching space.</p>	
<p>Hall/ dining room and catering</p>	<p>This area is set up to allow clear movement around the tables. The dining room serving table is at an accessible height. Staffing ratios support if needed.</p> 	<p>Compliant</p>		
<p>Lighting</p>	<p>LED lighting has been fitted in the classrooms.</p>	<p>Compliant</p>		

				
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5:4: Access to Education

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Suitable qualifications of staff	SENDCo holds suitable qualifications – TTA SENCO standards. Masters degree in Education (distinction) NPQH. Staff and support staff receive on-going SEND training. Individual staff also receive bespoke training to support individual children's needs e.g. auto injector training, autism training.	Compliant		
School leadership and staffing	The SDP includes SEND objectives. The SENDCo is a member of the SLT (vice-principal) Additional staffing is in place to support children with additional needs (EHCP provision) All pupils are equally valued.	Compliant		
Admission process including transition	Admissions information is available on the website as well as the SEN information report. Pre-admission meetings are held with pupils, parents and	Compliant		

	<p>professionals as appropriate for children with SEND to ensure arrangements are in place. Visits to the school are encouraged.</p> <p>Transition meetings include supported visits and meetings to ensure a full handover of information.</p>			
Safeguarding	<p>Safeguarding in the school has been externally audited and found to be compliant. Policies are available on the website and all staff receive on-going safeguarding training.</p> <p>The school site is safe and visitors to the school must sign in and where a lanyard (green or red depending on DBS).</p> <p>The SCR is up to date and safer recruitment procedures are in place and led by the central Trust HR team.</p>	Compliant		
Pupils with temporary, emerging or sustained health needs	<p>Health plans are in place for pupils who need these. They are co-produced with parents, pupils and staff.</p> <p>Training is provided for staff as needed e.g. auto injector training.</p> <p>Risk assessment are in place where needed and would be put</p>	Compliant		

	into place as required e.g. if a child broke their leg.			
Access to the curriculum	The curriculum is designed so that it is accessible for all. A variety of teaching styles are used to support access for all learners and whole class, group and individual learning experiences are made available in all classes. The Early Years Curriculum is used followed by the national curriculum and Cornerstones curriculum in Year 1 and 2.	Compliant		
Additional adjustments for pupils with SEN and/ or disabilities	Adjustments are made as needed and equipment is available to support this access. Systems such as a hearing transmitter and receivers are used to support individual children. Adaptive teaching is used and scaffolds are put in place to support pupils.	Compliant		
Educational trips and visits	Trips and visits are planned to ensure inclusion for all. There are a variety of trips throughout the year including local visits e.g. to the church and also further afield, such as, to the farm. Due to being an infant school, no residential trips take place. Risk assessments are put in place to ensure SEND pupils are	Compliant		

	supported safely and with appropriate adjustments. On occasions, parents may be asked to support pupils if this is considered to be in the best interest of the child.			
Pupil outcomes	SEND pupils make good progress against their start points when tracked through their Individual Learning Plans. Interventions and additional adult support is put into place to maximise the outcomes of SEND pupils. External professional advice is sort to ensure the provision in place for pupils is suitable and leads to good progress.	Compliant		

6. Accessibility Plan

This plan summarises the development priorities in the three areas specified by the Equality Act: Access to Information, Access to Site and Facilities and Access to Education. The school is committed to making reasonable adjustments to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

6.1 Key

Priority ratings:

Priority A: Failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended.

Priority B: Action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Action is recommended within 12 - 24 months to improve access.

Priority D: Recommendation involve excessive costs so should be implemented as part of a long-term plan.

Budget ratings:

0 - Recommendations are likely to be achievable with no revenue cost to the school.

1 - Recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

2 - Recommendations are likely to be achievable for a budget of less than £1000

3 - Recommendations are likely to be achievable for a revenue budget of between £1000 & £5000.

4 - Recommendations are likely to be achievable for a capital budget cost above £5000.

5 - Recommendations are likely to require a budget exceeding £15,000 due to structural change.

6.2 Action Plan – 1st update Jan 23

Access to Information:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Arrangements for providing adaptive materials e.g. large print, digital	Keep an enlarged version of visitor information e.g. safeguarding information to provide if requested.	B	0	End of T3	LJ	
	Have a clear plan of how accessible information would be provided if requested.	B	0	End of T4	KS	
	Provide an induction loop to assist hearing aid users.	C	2	2022-23	KS/KK	
Website and social media accessibility	Investigate using text to speech on the website.	C	1	Done		Dec 22
	Investigate the use of QR codes to access relevant information and QR voice for important messages that you have displayed.	C	1	2022-2023		

Access to Site and Facilities:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Access to the site e.g. public transport routes	Provide details of how to access the schools via public transport. Add a google maps links.	B	2	2022-2023 Google maps link is chargeable		
	Contact should be made with the council to repaint the zig-zags and potentially the zebra crossing as well.	B	0	Done	KK	Jan 23

	<p>Additionally, the support cable should be raised as this needs to be better identified – painted yellow/ warning tape around it.</p> <p>Assuming that the bins belong to RPIS and Manor, these would be better placed on the road side than the pavement to allow safe access on the pathway.</p> <p>Alert council to review the condition of the pavement to authorise repair.</p>	B	0	Done	KK	Jan 23
		B	0	Risk assessed. Decision: safer to leave	TH	Jan 23
		B	0	End of Term 3	KK	
Disabled parking facilities	If regular disabled parking is required, the council could be approached to mark out a disabled bay in close proximity to the school entrance.	C	0	Action if required		
School perimeter e.g. gates, fences	Slabs to be replaced on second pedestrian entrance so they are even and at the height of the pavement or a small slope to be installed for safe entry.	C	2	2022-23 *New Principal to decide if 2 nd entrance is to be used		
Signage	Replace sign on the main entrance gate with lower case letters.	C	1	To be actioned when signage needs replacing		
Signage into the school	Add an instruction card next to the entrance buzzer.	B	1	End of Term 4	TH	
Ramps and entry doors	Add an additional handrail along the opposite side of the ramp.	C	3	Pending		
	Paint the door handles or add hazard tape to mark more clearly (this is a recurring need across the site).	B	1	Easter holidays	KK to raise ticket, TH to action	

	Add an additional hand rail to the right of the ramp.	C	3	Pending		
	Move mat to the door edge.	A	0	End of T4	TH to action – screw mat down	
	Remove unneeded door stop on wall and tie back chains.	B	0	Done		Dec 22
Playground surfaces including drainage	Yellow edging needs to be painted around the edge of the drains to make these clear.	A	1	End of Term 4	TH	
Outside space/ Recreational facilities	Add a ramp to ensure the singing station is accessible for all.	C	1	Pending		
Main reception facilities	Replace sofa with two chairs with arms	C	2	2022-2023		
	Provide a fold down shelf on the wall or knock through a window hatch at an accessible height to link the office and reception area.	C	2/3	*New Principal to decide on any changes to the entrance area		
	Attend to hinge of door to ensure this is quiet on opening and closing.	B	1	Done		Dec 22
	Remove door safety guard to ensure full accessibility.	B	0	Risk assessed: leave and pull back if needed for wheelchair access		
Internal signage	Ensure all signage is written in lower case letters.	B	1	Pending *new Principal to decide on signage		
	Provide consistent signage for classrooms.	B	1			

Accessible toilets and changing facilities	Ensure the route to the accessible toilet is clear.	A	0	Done		Dec 22
	Move the door lock to an accessible height.	B	1	Done		Nov 22
	Add a sign for the accessible toilet in the corridor leading to it (similar to signage in the reception area).	B	1	Pending		
	Make rails a contrasting colour.	B	1	Easter holidays	TH	
	Fit an alarm in the toilet.	C	2	Pending: TH to get a quote for a pull cord		
Movement in the school building, including corridors, stairs, lifts, evacuation routes	Add a second handrail to the steps.	C	3	Pending		
	Move furniture from reception class corridor to allow wider movement space (min 1.2m).	B	0	End of Term 3	LJ	
Teaching spaces including furniture, equipment and decor	Provide a foldable ramp for access to the outdoor area.	C	1	Pending		
	Check movement pathways around all classes and access both in and out of the room. Ensure a minimum 900mm circulation width is maintained on all routes.	B	0	End of Term 3	LJ	
Doors	Remove any posters which are covering vision panels on doors.	B	0	End of Term 3	LJ	

Access to Education:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
All areas audited as compliant.						