



Britannia Bridge Primary School



Accessibility Plan

Accessibility Plan

Accessibility Plan 2020 – 2023

Britannia Bridge Primary School has high ambitions for 'each and everyone' of its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years.

Definitions of Special Education Needs and Disabilities

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
 - has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'
- (SEND code of Practice 2014)

Many children and young people who have SEN may have a disability under the Equality Act 2010 that is '*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.’ (SEND code of Practice 2014).

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Prospectus.
3. The Equality Action plan.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans’....’setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.’ (SEND code of Practice 2014)

‘Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.’ (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position

Curriculum:

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (Wigan Council) SEND and Early Years Team.
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.

- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Using 'P' scales where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing Forest schools ethos with 1 member of staff trained as a forest school practitioner.
- Developing areas around school to further enhance and develop learning, allotments, orchard, bug hotels, fitness area etc..
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, 'mind-friendly' learning strategies (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled Teaching Assistants to support learning.
- Build on the culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities.
- Targeted interventions to support emotional well-being.
- Close workings with the Virtual Schools team for looked after children.
- Recent training has taken place in SEND, Restorative approaches, Coaching, ADHD, Team Teach, asthma, diabetes, and Emotional Friendly Schools.

Physical Access:

- The main school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users
- Britannia Bridge Primary School opened September 2016 and was built to be fully Disability Discrimination Act (DDA) compliant.
- Wheelchair access to the Book Shed and Early Years lending Library will be enabled by mobile access ramps (See action for 2020-23).
- Two disabled car park spaces are available with easy access to the main entrance of the School building.

- Three disabled toilet facilities are available in the school building, all with wheelchair access. The disabled toilet close to the main foyer is sited to the right within the washroom and the other two disabled toilets are sited to the left.
- We have private room spaces to enable confidential meetings to take place with key members of staff, external agencies and parents.
- Space for small group work and individualised learners is available throughout school.
- Children’s work is shown to be valued by use in displays around the school and on our closed Facebook group.
- The outdoor learning environment has been developed to enhance pupil’s health and well-being.
- Communal spaces are ‘clutter-free’ to facilitate easy movement around the buildings.

Information Access:

- Visual timetables and information supported by signs/symbols are available for pupils who would benefit from them.
- Home-school diaries are used to support communication for children between home and school.
- Parents have full access to policies, procedure and school information on the school website. This enabled information to be provided in large print and / or dictated.
- Use of Social Media to share key information with parents via the schools Private Facebook Group.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks	Resources	Lead	Monitor
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENDCo in INSET and through regular staff meetings. SENCO to attend termly LA SEN network meetings	INSET & Staff meeting time	SENCo	SENCo to report to link SEND Governor.
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> ○ Asthma ○ Epilepsy ○ Diabetes ○ and as required in other specific conditions. Update Medical Conditions policy annually and ensure annual parents return is gathered.	Staff meetings and INSET for all staff	SLT/ SENCo	Head teacher report to Governors
To continue to timetable targeted intervention to meet	SMT and SENCo to provision map and adjust TA support to meet individual/ group needs	SMT time to look at data	SLT / SENCo	Head teacher report to Curriculum Governors.

Objectives	Tasks	Resources	Lead	Monitor
individual needs within each cohort.				
To improve library accessibility for wheelchair users.	Purchase a mobile ramp and threshold ramp to be used for both the Early Years and KS2 Book Sheds.	Mobile Ramp Threshold Ramp	Headteacher	Head teacher to report to the Building Governors.
Development of Forest Schools	To further develop Forest Schools.	Various – See separate plan.	Forest School Lead / Head / Community Leader	Head teacher report to Curriculum Governors.
Emotional well-being - To support children with Change and loss in their lives	To continue to provide play therapy sessions for children in the greatest need.	Play Therapy – Weekly Sessions	Jo Woodhouse (Play Therapist and Head teacher.	Evaluations from Play Therapist provided to governors.
To ensure that staff are trained to support pupils with emotional needs.	Staff are trained to use the Emotional Friendly Schools Toolkit - Educational Psychologist and Target Educational Services to Schools Team.	INSET x3 Task and Finish Group	Deputy Head teacher	Deputy Head teacher report to Curriculum Governors.

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head or Deputy Headteacher. The performance of groups, including those with Special Educational Needs and/or a Disability, takes place on a minimum of annual basis with each class teacher.

The Head teacher maintains records of any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the LA and will be included in the termly report to governors.

C. Pidgeon-Duncalf

D. Harrison

Carol Pidgeon-Duncalf
Headteacher
Date 27/04/2020

Dorothy Harrison
Chair of Governors
Date 27/04/2020

Appendix 1 - Access Audit Checklist

The linked information based on information published by the Architects and Building Branch of the Department for Education and Skills in the the Department's Building Bulletin 91 Access for Disabled People to Schools Buildings Management and Design Guide. They have been reproduced to assist schools auditing their premises in preparation for writing Accessibility Plans. Their use is entirely optional, there is currently no need to return copies to the LEA. Some schools might wish to use alternative checklists or to approach their audit in a different way that better local management arrangements.

At first sight the checklist appear daunting in their detail, but the questions are generally quite straightforward. Is the route in to the school or block under consideration free of kerbs? Is the reception area fitted with an induction loop for people with hearing disability? Is there sufficient space to turn a wheelchair? The checklist approach gives consistency and discipline to the assessment procedure, and the sheet attached provide and extremely useful guide to possible issues and to their consideration from a number of perspectives. There is a separate checklist for each of the following.

- [Approach and car parking](#)
- [Routes and external level change, including ramps and steps](#)
- [Entrances, including reception](#)
- [Horizontal movement and assembly](#)
- [Vertical movement and internal level change](#)
- [Doors](#)
- [Lavatories](#)
- [Fixtures and fittings](#)
- [Information](#)
- [Means of escape](#)

Most individual blocks in a school will require a complete set of assessment sheets, and it may be helpful to prepare sets for sub-blocks if there are significant differences in design, levels or function between particular areas. The audit should be broken down into whichever units the schools feels are most convenient to manage and which relate best to the structure of its development plan.

The checklists are particularly helpful when there is a need to audit an area prior to carrying out some repair, maintenance, refurbishment or improvement work. It is essential that, whenever there is a proposal to spend money on the school's accommodation, the potential to include access improvements in the scheme is considered. Running through the checklist again is a good way to ensure that nothing is forgotten.

On completion, the checklists indicate those areas and elements of the school that should be considered for inclusion in the Accessibility Plan, as requiring either physical improvements to access or access management measures to be developed and written in.

Audit Access for all Types of Disability

It is very important that each area is assessed for its ease of access considering all of the types of disability suggested — Ambulant, Dexterity, Visual, Auditory, Comprehension. Ambulant difficulty making wheelchair use necessary should be considered as an additional and specific requirement. Often a feature will potentially form an obstacle to any person, but to an increasing extent relative to the type and degree of disability. A kerb

causes any person to pause in their stride and is an easily negotiated obstacle. It might not be a serious obstacle to someone with slight ambulatory disability; but it could be insurmountable to someone propelling themselves in a wheelchair and be a serious danger to someone with visual disability.

Obstacles to wheelchair access are some of the most obvious in audit — steps, narrow corridors, heavy doors, lack of space for a comfortable turning circle and so on.

Many accessibility problems for someone with ambulatory difficulties will be similar to those for a wheelchair user, but they can usefully be considered separately because the solutions might be different. Although it is likely that most spaces accessible to a wheelchair user would be accessible to someone with ambulatory difficulties, there are some specifics. A very long corridor might be fine for a wheelchair user, able to take a short rest when he or she wishes, but an obstacle to someone using crutches who might well appreciate the occasional wall bar or bench. Some people with ambulatory disabilities will actually find steps easier than ramps, and whenever possible the recommendation is that both steps and ramp should be provided for a level rise, the steps to have consistent treads and risers.

Accommodating people with dexterity problems provides examples of the fact that it need cost no more to meet the needs of all, including those who have difficulty in this respect. A well-designed window catch, door handle, or lock is easily used by everyone, only lack of thought leads to the specification of models that are awkward to use. If you are replacing door furniture as a maintenance item, carefully consider the replacement units and take the opportunity to improve access without cost. Consider, for example, a teacher with a damaged hand who has to get help to unlock a resource cupboard because the lock and handle are fiddly. What a waste of time, and what unnecessary indignity - his or her needs are not 'special', such a simple piece of equipment should be useable at a wide range of dexterity levels.

In assessing accessibility for those with visual disabilities one would look at lighting levels, quality of lighting, highlighted stair tread edges, the need for tactile signage, need for tactile controls, e.g. in a lift or to a telephone, contrasting colour schemes, schemes that make doors and passageways stand out,

For auditory disabilities you would look at harsh surfaces causing poor acoustic transmission, need for induction loops, and provision of visual signals instead of auditory - for example supplementing class change bells with pulsing lights.

Assessing needs for people with comprehension disabilities is rather more subtle. Reinforcing signage with pictograms, or even the use of only a standard pictogram without text, is common practice in public buildings. Instructions, for example on how to use the school's secure entrance, should be brief and clearly written. Access to assistance if required should always be clearly indicated. Remember that we are talking about all users of the site, including a dyslexic parent who has been directed to the Open Day room in which their child's artwork is exhibited. We all have comprehension difficulties at times, for example when you are late for a flight and suddenly all the signage that seems so clear when you are in a relaxed state of mind appears to be contradictory as you try to find your departure gate. For some people this is the norm, and the less hostile we can make the environment the better.

ACCESS AUDIT CHECKLIST:

Britannia Bridge Primary School

Date of survey 27/04/2020

A - APPROACH and CAR PARKING

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
Is the building within convenient distance of a public highway?			
Is the building within convenient distance of public transport?			
Is the building within convenient distance of car parking?			
Is the route clearly marked/found?			
Is the route free of kerbs?			
Is the surface smooth and slip resistant?			
Is the route wide enough?			
Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?			
Is it adequately lit?			
Is it identified by visual, audible and tactile information?			
Is there car parking for people with reduced mobility?			
Is the car parking clearly marked out, signed, easily found and kept free from misuse?			
Is the car parking as near the entrance as possible?			
Is the car parking area suitably surfaced?			
Is the route to the building kept free of snow, ice and fallen leaves?			
Is the route level? (ie. no gradient steeper than 1:20 and no steps)			

General notes to block:

ACCESS AUDIT CHECKLIST

Britannia Bridge Primary School

Date of survey 27/04/2020

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)			
B02. Is it wide enough and suitably graded?			
B03. Is the surface slip resistant?			
B04. Are there kerbs and are there edges protected to prevent accidents?			
B05. Are there handrails to one or both sides? (delete)			
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			Only area with door lip and no ramp are the two library buildings. Order portable ramp.
B07. Are there (alternative) steps? (delete)			Not required
B08. Identified by visual/tactile information?			
B09. Are there handrails to one or both sides? (delete)			
B10. Are ramps and steps adequately lit?			
B11. Are treads and risers consistent in depth and height?			
B12. Are all nosings marked and/or readily identifiable? (delete)			N/A
B13. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			N/A
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9			N/A

General notes to block:

ACCESS AUDIT CHECKLIST

Britannia Bridge Primary School

Date of survey 27/04/2020

C – ENTRANCES, INCLUDING RECEPTION

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?			
C02. If glass is it visible when closed?			
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?			
C04. Does it have a level or flush threshold, and a recessed matwell? (delete)			
C05. Is there visibility through the door/way from both sides at standing and seated levels? (delete)			
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?			
C07. Can the door furniture be used at both standing and seated height? (delete)			
C08. Can it be easily grasped and operated?			
C09. If the door has a closer mechanism does it have:			
(a) delayed closure action?			
(b) slow-action closer?			
(c) minimal closure pressure?			
C10. If the door is power-operated does it have visual and tactile information?			N/A
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?			
C12. If there is a lobby, do the inner and outer doors meet the same criteria?			
C13. Do lobby layouts enable all users to clear one door before going through the next?			
C14. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?			
C15. Does the lighting installation take account of the needs of visually disabled people?			
C16. Are floor surfaces:			
(a) slip-resistant, even when wet?			
(b) of a quality that is sympathetic to acoustics – i.e. not so "hard" as to cause acoustic confusion?			
(c) firm for wheelchair manoeuvre?			

C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?			
C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?			
C19.	Is it fitted with an induction loop?			Not required
C20.	If public telephone is available (say at reception, is it, and its instructions):			
	(a) at a height suitable for all users?			N/A
	(b) equipped with inductive coupling?			N/A
C21.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?			N/A

General notes to block:

ACCESS AUDIT CHECKLIST

Britannia Bridge Primary School

Date of survey 27/04/2020

D – HORIZONTAL MOVEMENT AND ASSEMBLY

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?			
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?			
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?			
D04. Is turning space available for w.ch. users?			
D05. Do natural and artificial lighting avoid glare and silhouetting?			
D06. Are there visual clues for orientation?			Additional Sign on main corridor indicating direction of main entrance.
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?			
(b) avoid light reflection and sound reverberation?			
D08. Do textured surfaces convey useful information for people with impaired vision?			
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?			
D10. Are there tactile signs and information for those with impaired vision?			
D11. Is the maintenance of these items checked regularly?			
D12. Is lighting designed to meet a wide range of needs?			
D13. Is sufficient circulation space allowed for wheelchair users?			
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?			
D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?			
D16. Are all areas for assembly/meeting equipped with an induction loop system?			Loop not present in any areas. Portable microphone loop system available as required.

D17.	If the use of an induction loop system is precluded is an infra-red system in place?			N/A
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?			N/A
D19.	Are telephones fitted with inductive loop couplers?			N/A
D20.	Is a minicom available for use by people with hearing disabilities?			N/A

General notes to block:

ACCESS AUDIT CHECKLIST

Britannia Bridge Primary School

Date of survey 27/04/2020

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 		<ul style="list-style-type: none"> • Visual • Auditory • Comprehension 	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)			N/A – No steps or stairs
E02. Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)			N/A – No steps or stairs
E03. Is any level change clearly lit?			N/A – No steps or stairs
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)			N/A – No steps or stairs
E05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?			N/A – No steps or stairs
E06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?			Library Access required
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]			Library Access required
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			Library Access required
E09. Are steps available as an alternative to any ramp or ramped surface?			One step into each library.
E10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)? (delete)			N/A – No steps or stairs
E11. Platform Lift (delete)			
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)			N/A – No steps or stairs N/A – No steps or stairs
(b) Is the platform adequate for wheelchair use and manoeuvre.			N/A – No steps or stairs N/A – No steps or stairs
(c) In the event of a power failure does the platform return to lower level?			N/A – No steps or stairs N/A – No steps or stairs
(d) Is the equipment maintained and its operation checked regularly?			N/A – No steps or stairs
E12. Stairlift (delete)			N/A – No steps or stairs
(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)			N/A – No steps or stairs
(b) Is the platform adequate for wheelchair use and manoeuvre?			N/A – No steps or stairs
(c) Is approach convenient and safe at all appropriate landings? (delete)			N/A – No steps or stairs
(d) Does the stairlift have a 'Soft-Start' action?			N/A – No steps or stairs

(e) When not in use is the platform powered to fold away to avoid obstruction?			N/A – No steps or stairs N/A – No steps or stairs
(f) In the event of a power failure does the platform return to lower level?			N/A – No steps or stairs N/A – No steps or stairs
(g) Is the equipment maintained and its operation checked regularly?			N/A – No steps or stairs
E13. Lift			
(a) Is the lift's location clearly defined by visual and tactile information? (delete)			N/A – No steps or stairs
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)			N/A – No steps or stairs N/A – No steps or stairs
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			N/A – No steps or stairs N/A – No steps or stairs
(d) Does the lift door open widely enough for wheelchair user access?			N/A – No steps or stairs N/A – No steps or stairs
(e) Does door operation allow slow entry and exit?			N/A – No steps or stairs
(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer? (delete)			N/A – No steps or stairs N/A – No steps or stairs
(g) Does the car have appropriate support rails?			N/A – No steps or stairs
(h) Are the lift car controls. inc. emergency call, located within reach of all users and with visual and tactile information?			N/A – No steps or stairs N/A – No steps or stairs N/A – No steps or stairs
(i) Is there audible floor indication?			N/A – No steps or stairs
(j) Is the lift an 'Evacuation Lift? (see section J – MEANS OF ESCAPE)			N/A – No steps or stairs N/A – No steps or stairs
(k) Is the lift regularly maintained and its functional operation routinely checked?			N/A – No steps or stairs N/A – No steps or stairs

General notes to block:

ACCESS AUDIT CHECKLIST

Britannia Bridge Primary School

Date of survey 27/04/2020

F - DOORS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
F01. Do the doors serve a functional/safety purpose? (delete)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F02. Can they be readily distinguished?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F03. If glass, are they visible when shut?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F05. Does the clear opening width permit wheelchair access?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F06. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F07. Is any door furniture/handle at a height for standing/sitting use? (delete)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F08. Are door/handles clearly distinguished?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F09. Can the door furniture/handles be easily operated/grasped? (delete)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F10. If door closers/mechanisms are fitted do they provide the following: (delete)	<input type="checkbox"/>	<input type="checkbox"/>	
(a) security linkage?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
(b) delay-action closure?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
(c) slow-action closure?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
(d) minimum closure pressure?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F11. Is door/mechanism function checked regularly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General notes to block:

ACCESS AUDIT CHECKLIST

Britannia Bridge Primary School

Date of survey 27/04/2020

G - LAVATORIES

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
G01. Is WC provision made for people with disabilities?			
G02. Do all lavatory areas have slip-resistant floors?			
G03. Are they easy to distinguish by colour contrast from walls?			
G04. Are all fittings readily distinguishable from their background?			
G05. Are all door fittings/locks easily gripped and operated?			
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?			
G07. Is provision made for wheelchair users? If so:			
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)			
G09. Is the location clearly signed?			
G10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?			
G11. Are the door fittings/locks and light switches easily reached and operated?			
G12. Is there an emergency call system and is someone designated to respond?			
G13. Can the emergency call system be operated from floor level?			
G14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)			
G15. Are the fittings arranged to facilitate these manoeuvres?			
G16. Are handwashing and drying facilities within reach of someone seated on the WC?			
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?			
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?			
G19. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)			
G20. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?			2 left and 1 right (main entrance)

ACCESS AUDIT CHECKLIST

Britannia Bridge Primary School

Date of survey 27/04/2020

H – FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?			
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			N/A No Fixed seating
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?			No vending machines, water provided in class and accessible filtered water machine in staff room.
H04. Is it possible for people with disabilities to serve as volunteers?			
H05. Are all fittings readily distinguishable from their background?			
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?			
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?			
H08. In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?			No low level sink in Staffroom. To be reviewed if need arises.
H09. Are all relevant locations clearly signed?			

General notes to block:

ACCESS AUDIT CHECKLIST

Britannia Bridge Primary School

Date of survey 27/04/2020

I - INFORMATION

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
I01. Is the building equipped to provide hearing assistance?			A portable loop system is available as required.
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?			
I03. Is there a tactile plan or diagram of the building?			Yes – Fire emergency plan in every room.
I04. Are there large-print versions of information about the building/activities available?			All information is available on the school website and can be easily enlarged for access. For those users without internet access, we have access available in the main foyer.
I05. Is there 'braille' information available for people with visual disabilities?			Visitors would receive a guide on their initial visits.
I06. Is there an 'audio' version of information about the building available?			Visitors would receive a guide on their initial visits.
I07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?			
I08. Where a payphone is provided does it have a hearing aid coupler?			N/A
I09. Are all relevant locations clearly signed?			

General notes to block:

ACCESS AUDIT CHECKLIST

Britannia Bridge Primary School

Date of survey 27/04/2020

J – MEANS OF ESCAPE

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system? (delete)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
J03. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)	<input type="checkbox"/>	<input type="checkbox"/>	N/A – All on one level
J04. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
J05. If refuges are available are they equipped with 'carry chairs'?	<input type="checkbox"/>	<input type="checkbox"/>	N/A – None required. Would order if needed
J06. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
J07. Is the evacuation strategy checked regularly for its effectiveness?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
J08. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
J09. Are all fire warning devices and detectors checked routinely and regularly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General notes to block:

Happiness

Encouragement

Aspirations

Respect

Team-work



**Britannia Bridge Primary School
Winifred Street, Lower Ince,
Wigan, WN3 4SD**

Tel: 01942 760036

Email: enquiries@britanniabridge.co.uk

Website: www.britanniabridge.co.uk

Headteacher: Mrs C Pidgeon-Duncalf

Chair of Governors: Mrs D Harrison