



## Schools Self audit form

To be completed in conjunction with your accessibility plan.

**School name:** Wellstead Primary School

**Date:** 2017 - 2018

**Completed by:** Emma Bourner

**DfES number:** 2722

The information that you collect in the self audit form can be used as part of your accessibility plan. Whenever physical alterations, decoration or refurbishment is carried out at the school, these should be recorded in your accessibility plan.

Your accessibility plan should be updated at least every three years or whenever improvements are made.

We recommend you save a copy for your records.



**Part A: External Access Routes to Buildings - this section relates to how pedestrian users access and move around the school site**

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p><b>A1. What information do you provide for finding the school site and about facilities available for disabled people?</b>                      Does your school brochure or web site include a map?                      Information for disabled visitors such as accessible parking?                      Accessible entrance? Accessible toilet? Induction loop?</p>	Website	<p><a href="http://wellsteadprimary.co.uk/index.php/our-school/disabled-access">http://wellsteadprimary.co.uk/index.php/our-school/disabled-access</a>                      Information is given here about the access arrangements for those who require special access.</p> <p>Our Health and Safety booklet for visitors includes a map.</p> <p>We have accessible entrances, 2 accessible toilets and an induction loop.</p>	N/A
<p><b>A2. Within the school site, are routes to the main entrance clearly signed?</b>                      Signs should be consistent, clear and located where all can read them.</p>		Signs are all consistent, clear and located for all to see.	N/A
<p><b>A3. Are pedestrian routes to the main entrance safe and level, free from steep slopes, steps and barriers?</b>                      Consider where paths need to cross roads. Are crossing points and dropped kerbs easily identifiable and clearly marked?</p>		Dropped curbs on the road parallel to the school are easily identifiable and marked. There is a gentle slope down to the main entrance from the main gate which is safe and easily negotiated. The path to the staff car park has been adjusted by the building contractors.	N/A
<p><b>A4. Are paths on route to the main entrance clear of obstructions and at least 1500mm wide?</b></p>		Paths from the road and from the car-park to the main entrance are clear and free from obstructions. Paths meet the minimum requirements of being at least 1500mm wide.	N/A
<p><b>A5. Are paths in good condition and free from loose materials, puddles and potholes?</b></p>		Paths are only 10 years old, in good order and free from loose material and potholes. The main routes around the school are regularly checked by the school site manager. Annual and termly inspections are carried out by the Health and Safety Governor.	N/A

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**Medium** – feasibility needed to assess work required, e.g.; may be planned and carried out when next redecorating or refurbishing

**Low** – does not meet current standards but is useable, improvements to be carried out as and when funding allows



**Part A: External Access Routes to Buildings - this section relates to how pedestrian users access and move around the school site**

Question	Location	Comments/notes/actions	Priority (H,M,L)
<b>A6. Is there adequate lighting within the car park and on pedestrian routes to the entrance?</b>		Timings of lights are altered depending on time of year and the evening hire arrangements of the school building to allow adequate lighting to and from the car park.	N/A
<b>A7. If the distance to the main entrance is greater than 50m are seating or rest points provided?</b>		It is currently less than 50m from the school car park or pedestrian entrance to the main entrance of the school.	N/A
<b>A8. External steps and ramps around the site.</b> Do they have handrails to both sides? Are step nosings highlighted? Does the ramp surface contrast visually with the level landings? Is the ramp at least 1500mm wide?		There are 3 steps to access the Year R classroom entrance. There is a ramp alongside the steps to ensure that this entrance is accessible for everyone. There are handrails on both sides of these steps.	N/A

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**Part B: Parking – this section relates to vehicle access to the school site, parking for disabled people visiting the school, the additional space required for parking bays, number of bays required and proximity to the entrance**

Question	Location	Comments/notes/actions	Priority (H,M,L)
<b>B1. What arrangements are in place for disabled drivers/visitors to park?</b>		There are currently two disabled parking spaces in the car park and 1 space opposite the pedestrian entrance to the school that can be used by visitors. The school will make alternative arrangements for any visitors to the school to ensure that there is suitable and accessible parking.	N/A
<b>B2. If there are designated parking bays or drop off points for disabled drivers/visitors, how close are they to the main entrance?</b>		There is a designated disabled parking bay for disabled drivers/visitors which is located approximately 25m away from the main entrance across a level pathway. There are 2 further spaces located in the main car park that are approx. 50m away.	N/A
<b>B3. Are designated accessible parking bays clearly marked with clear signage?</b>		All accessible parking spaces are clearly marked with white parking bay lines. Disabled parking bays are clearly marked with yellow markings.	N/A
<b>B4. Are your gates locked or closed during the day? Do you have a car park barrier?</b> If yes can you provide signage with school telephone so that visitors can call for assistance? Is this information on your website?		The school gate is locked during the school day for the security and safety of the children. The school telephone number is displayed on the entrance to the car park and provides contact details for the school office and site manager. The school website provides details on how visitors can contact the School Office for assistance when parking on site.	N/A

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**Part C: Entrance and Entrance Doors – this section relates to level changes leading to the main entrance, entrance doors and lobby areas**

Question	Location	Comments/notes/actions	Priority (H,M,L)
<b>C1. Is the main entrance level, i.e. step free or with a 1:20 gradient or shallower?</b>		There is a gentle slope down to the flat and level main entrance from the main gate by the road, which is safe, free from obstruction and potholes and easily negotiated. From the car park, there was a steep pathway to the back entrance doors. The slope has been adjusted by building contractors.	N/A
<b>C2. If there are any existing ramps or steps leading up to the entrance, can they be improved?</b> e.g. handrails to both sides, step nosings, colour contrast, lighting.		On completion of the accessibility self-audit, it is felt that the ramp and steps meet the necessary requirements.	N/A
<b>C3. If steps are the only way to access the main entrance, is there an alternative step free entrance?</b> This is the least ideal situation. Any alternative entrance should offer a dignified experience, and should be clearly signed and managed.		There are no steps.	N/A
<b>C4. Is the main entrance easily identifiable against remaining building(s) by day and night?</b> Is the entrance obvious, well lit and clearly signed?		Clear signs are in place directing visitors down the slope or along the path to the main entrance doors.	N/A

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Question	Location	Comments/notes/actions	Priority (H,M,L)
<p><b>C5. If there is a security control system or request assistance call button?</b> Is it accessible from both a standing and seated position? Is it accessible to hard of hearing visitors and people who cannot speak?</p>		The security system for entering the school is accessible for all visitors.	N/A
<p><b>C6. How easy are your entrance doors to use?</b> For manual doors, consider the door weight and type of handle and height of the door handle. If door weight exceeds 20 newtons can it be powered?</p>		The front entrance doors are automatic and are operated by members of staff on reception. Doors can be kept open for extended periods of time if necessary. The rear entrance doors are accessible during school hours. For security purposes, the doors have a pin code entry system outside of the school day.	N/A
<p><b>C7. If you have a lobby, is it accessible?</b> Lobbies can present problems for people with reduced mobility or wheelchair users. Consider the accessibility of internal security arrangements and intercoms etc. If carpet or barrier matting is fitted, does it allow easy use by wheelchairs?</p>		The lobby is wide and spacious and there is plenty of room for a wheelchair/walking aids to manoeuvre. There are double doors allowing access to the corridors which can be held back open.	N/A

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**Part D: Reception area and counters – this section relates to reception areas, waiting areas and reception desks and counters**

Question	Location	Comments/notes/actions	Priority (H,M,L)
<b>D1. Does the reception area provide good lighting that doesn't cast shadows or glare?</b>		The reception area is well lit. There are many floor to ceiling windows and sky lights allowing plenty of natural light to enter.	N/A
<b>D2. If there is seating provided is it accessible to everyone?</b> Chairs should have arm rests for ease of use for mobility impaired visitors with a seat height of around 450mm, colour contrast between the edge of the seat and the floor is also important.		There are two new sofas in the reception area. These sofas are different in colour to the carpet and are an accessible height.  <b>Action - to consider providing seating with arm rests when replacing the furniture</b>	N/A
<b>D3. Are the routes through reception clear of hazards and obstacles that could be difficult for people with a visual or mobility impairment?</b>		All routes through reception are clear of hazards and obstacles.	N/A
<b>D4. If there is a reception counter is it accessible to standing and seated people?</b>		The reception counter is accessible to standing and seated people.	N/A
<b>D5. What reasonable adjustments do you make for parents and visitors who may have a range of communication needs?</b> For example, do you provide information in large print, alternative languages, or do you have an induction loop?		The school hall has an induction loop. <b>Action - as the system is replaced, ensure the loop system remains working.</b>  The school has made links with an interpreter who is able to sign for hearing impaired adults or children.  All letters and school documents are available in large print or alternative languages on request.  <b>Action - identify any parents with visual impairment and establish what we can do to support them.</b>	N/A

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**Part E: Internal circulation** – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.

Duplicate **Part E** for each floor of each building, then type floor & building details here

Question	Location	Comments/notes/actions	Priority (H,M,L)
When moving from the reception area to other areas on the this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted?</b>		Corridors are wide enough to allow a wheelchair to manoeuvre with ease and other people can pass in the opposite direction.	N/A
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>		There are no level changes in corridors or main areas. All corridors are carpeted. Floor finishes throughout the school are regularly inspected and checked by the school site manager.  <i>Action - address any carpet that is lifting.</i>	N/A
<b>E3. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>  This question is more relevant to larger sites such as secondary schools.		The school is laid out in a large rectangle with a quadrangle at the centre. It is easy to navigate around.  The KS2 section added in 2015 has 4 classrooms downstairs with 4 further classrooms replicated upstairs.  <i>Action - consider if Makaton signage would be beneficial for Year R 2018</i>	N/A
<b>E4. Can colour contrast be improved? e.g. Are doors and other critical features such as handrails, handles visible against the background?</b>		The new building has doors and frames that are contrasting in colour.	N/A

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Question	Location	Comments/notes/actions	Priority (H,M,L)
<b>E6. Are all general classrooms and teaching spaces accessible?</b>		10/14 classrooms are accessible and are on the ground floor. The majority of teaching spaces are also accessible. There are 4 classrooms that are upstairs. Classes will be rotated to ensure that facilities are accessible for disabled staff, children and visitors	N/A
<b>E7. If you have specialist curriculum or staff areas, are they accessible to everyone?</b> Consider if any specialist equipment e.g. a height adjustable cooker hob, could be incorporated for pupils with a disability when the space is next refurbished or decorated.		Art and Cookery rooms have height adjustable tables to ensure that they are accessible.	N/A
<b>E8. What activities take place in your Assembly Hall that might impact disabled visitors/pupils?</b>		Entrance to the hall is easily accessible at all times.	N/A
<b>E9. Are there stairs within the building? Are they used to access teaching spaces? Are there alternative ways to access these spaces?</b>		There are three steps onto the playground from the school building but there are two accessible ramps to ensure that the playground is accessible for disabled visitors and pupils. The majority of the building is flat and accessible for all visitors. There are 2 sets of staircases that serve the upper 4 classrooms. <b>Action - consider the option to train additional staff in using the evacuation chair.</b>	N/A
<b>E10. If there is a passenger lift, does it meet the guidance given in factsheet E?</b> The minimum car size is 1100mm x 1400mm.		N / A	N/A

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**Part F: Toilets – this section covers standard and wheelchair accessible toilet, shower/changing facilities**

Duplicate **Part F** for each set of toilets & showers, then type floor & building details

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p><b>F1. Is there a dedicated accessible unisex toilet suitable for a wheelchair user?</b>  Refer to quick guide for minimum dimensions.  If there is no accessible toilet, identify a suitable location for future development.</p>		<p>There are currently two designated accessible unisex toilets that are suitable for wheelchair users that are for staff or visitors.</p> <p>There are four cubicles in the children's toilets that are accessible for children in wheelchairs.</p>	N/A
<p><b>F2. Within the standard toilet accommodation, are there toilets suitable for people with ambulant /sensory disabilities?</b>  This section relates to all standard toilets, used by pupils staff and visitors. An Ambulant cubicle has an outward opening door with handrails if required.</p>		<p>All adult toilets have outward opening doors.</p> <p>There are four toilet cubicles (one x boy and one x girl) have outward opening doors and handrails.</p>	N/A
<p><b>F3. If you have shower and changing facilities, are they accessible to everyone?</b>  This applies mainly to larger schools or secondary schools.</p>		<p>Changing facilities are currently available in the two accessible toilets. These facilities are accessible to everyone.</p>	N/A
<p><b>F4. Is there a dedicated/separate wheelchair accessible shower and changing area?</b>  This may be contained within a wheelchair accessible toilet area or hygiene room. This applies mainly to larger schools or secondary schools.</p>		<p>Changing facilities are currently available in the two accessible toilets. These facilities are accessible to everyone.</p>	N/A

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**Part G: Fire Evacuation - Means of escape for disabled people**

Question	Location	Comments/notes/actions	Priority (H,M,L)
<b>G1. Do exit routes and final exits doors provide an unobstructed and level exit outside for wheelchair users?</b>		All exit routes are level and unobstructed for wheelchair users.	N/A
<b>G2. If there are designated Refuge areas, do they allow circulation space, and means of communication with Fire Management Personnel?</b> This question is only relevant to multi storey sites.		There are telephones in 2 places on the upper floor for communication.	N/A
<b>G3. Are evacuation chairs or stair-climbers available to use in case of emergency, and is ongoing training in place?</b> This question is only relevant to multi storey sites.		Evacuation chairs have been fitted at the top of both staircases and full training has been given.	N/A
<b>G4. Does your Fire Management Procedure include a strategy for assisting disabled visitors/pupils to evacuate?</b> Refer to Fire Safety: personal emergency evacuation plan (PEEPS).		There are PEEPs for staff and pupils with disabilities that may require assistance during evacuation.	N/A
<b>G5. Does the school have any visual alarm beacons to alert people with a hearing impairment to the fire alarm?</b> This is especially important in areas where they could be alone and not see that an evacuation is taking place. (e.g. toilet areas).		There are visual alarm beacons in each room and these alert people of the fire alarm.	N/A

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