

The Abbey Primary School

Accessibility Audit



Last reviewed on: January 2024

Next review due January 2027
by:



Accessibility Audit

The Abbey Primary School
Winchester Rd
Northampton
NN4 8AZ

Head Teacher: Mrs Renuka Popat

Date of Audit:- 22/8/16

Audit Completed by:- Paul Robinson

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 an Accessibility Plan

	Y	N	Notes
A1. Is the building within convenient distance of a public highway?	✓		
A2. Is the building within convenient distance of public transport?	✓		
A3. Is the building within convenient distance of car parking?	✓		
A4. Is the route free of kerbs?		✓	
a. If no, are there 'drop kerbs' conveniently placed?	✓		
A5. Is the surface smooth and slip resistant?	✓		
A6. Is the route wide enough for a wheelchair?	✓		
A7. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
A8. Is it adequately lit?	✓		
A9. Is there car parking for people with reduced mobility?	✓		
a. Is the car parking (if any) clearly marked out, signed, easily found and kept free from misuse?		✓	Whilst there are clear markings on the disabled car parking spaces, there is no actual signage
b. Is the car parking as near the entrance as possible?	✓		
c. Is the car parking area suitably surfaced?	✓		
A10. Is the route to the building kept free of snow, ice and fallen leaves?	✓		This is carried out by Amey
A11. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	✓		
A12. Is there a suitable ramp to assist access?	✓		
a. Is the ramp (if any) fixed?	✓		

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

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	Y	N	Notes
B1. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete those not applicable)	✓		
a. Is it wide enough and suitably graded?	✓		
b. Is the surface slip resistant?		✓	The surface of the ramp leading upto the hall is made from tarmac. The pathway to the main reception consists of concrete slabs. In icy conditions, consideration should be given to ensure that the surface is free from ice. This is carried out by Amey as part of the PFI contract.
c. Are the kerbs and edges protected to prevent accidents?	✓		The edges of the paving slabs on the ramp have been bevelled and painted yellow to improve visibility. In addition, all the corners of the kerbs in the car park have been painted yellow.
d. Are there handrails to one or both sides? (delete those not applicable)	✓		
B2. If a permanent ramp (or re-graded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			N/A
B3. Are there (alternative) steps?	✓		These lead from a fire door. People with mobility issues can evacuate from the alternate fire door in the hall
a. Identified by visual/tactile information?		✓	
b. Are there handrails to one or both sides? (delete those not applicable)	✓		Both main entrance
B4. Are ramps and steps adequately lit?	✓		
B5. Are treads and risers consistent in depth and height?	✓		
B6. Are all nosings marked and/or readily identifiable? (delete)			N/A
B7. Are landings of adequate size?			N/A
a. Are they provided at intermediate levels in long flights?			N/A

C – ENTRANCES, INCLUDING RECEPTION

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

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

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

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	Y	N	Notes
C1. Is the door clearly distinguishable from the facade?	✓		
C2. If glass is it visible when closed?	✓		Visibility strip on glass
C3. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	✓		
a. Does it have a level or flush threshold, and a recessed matwell? (delete those not applicable)	✓		
b. Is there visibility through the door/way from both sides at standing and seated levels?	✓		
c. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	✓		
C4. Can the door furniture be used at both standing and seated height?	✓		Push button access
a. Can it be easily grasped and operated?	✓		Push button access
C5. If the door has a closer mechanism does it have	✓		
a. delayed closure action?	✓		
b. slow-action closer?	✓		
c. minimal closure pressure?	✓		
C6. If the door is power-operated does it have visual and tactile information?	✓	✓	Visual information – 'Power assisted door' label as well as a 'Keep Clear' sign. There is no tactile information present
C7. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	✓		
C8. If there is a lobby, do the inner and outer doors meet the same criteria?	✓		Proximity System installed on both lobby doors. Assistance would be required to help wheelchair users

C9.	Do lobby layouts enable all users to clear one door before going through the next?	✓		
C10.	Does the lighting installation take account of the needs of visually disabled people?	✓		
C11.	Are floor surfaces: <ul style="list-style-type: none"> 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? 	✓		Carpet flooring which is suitable for wheelchair users
C12.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓		
C13.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✓		
C14.	Is it fitted with an induction loop?		✓	Available if required
C15.	If public telephone is available, is it, and its instructions: <ul style="list-style-type: none"> a. at a height suitable for all users? b. equipped with inductive coupling? 			N/A

D – HORIZONTAL MOVEMENT AND ASSEMBLY

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

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

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

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	Y	N	Notes
D1. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
D2. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
D3. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	✓		
D4. Is turning space available for w.ch. users?	✓		
D5. Do natural and artificial lighting avoid glare and silhouetting?	✓		
D6. Do floor surfaces: a) allow ease of movement for wheelchair users? b) avoid light reflection and sound reverberation?	✓		
D7. Do textured surfaces convey useful information for people with impaired vision?		✓	
D8. Are direction or information signs (inc means of escape) a) visible from both sitting and standing eye levels, b) are they in upper and lower case, c) and large enough type to be read by those with impaired vision?	a) b)	c)	Due to the size of the notices, people with impaired vision may find it problematic reading the signs.
D9. Are there tactile signs and information for those with impaired vision?		✓	No
D10. Is the maintenance of these items checked regularly?	✓		
D11. Is lighting designed to meet a wide range of needs?	✓		
D12. Is sufficient circulation space allowed for wheelchair users?	✓		
D13. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
D14. Are seating arrangements/spaces suitable for use by people with visual disabilities?			No fixed seating arrangements in place
D15. Are all areas for assembly/meeting equipped with an induction loop system?			Induction loop system is located in the hall.
D16. If the use of an induction loop system is precluded is an infra-red system in place?			N/A
D17. Is the functioning and operation of the induction loop or infra-red system checked regularly?		✓	

D18. Are telephones fitted with inductive loop couplers?		✓	
D19. Is a minicom available for use by people with hearing disabilities?		✓	

General notes to block:

Single storey building with wide access corridors with ample room for wheelchair users.

E - 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

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	Y	N	Notes
E1. Do the doors serve a functional/safety purpose? (delete)	✓		
E2. Can they be readily distinguished?	✓		
E3. If glass, are they visible when shut?	✓		
E4. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✓		Wooden doors also contain a glass panel which provides visibility
E5. Does the clear opening width permit wheelchair access?	✓		
E6. 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?	✓		
E7. Is any door furniture/handle at a height for standing/sitting use?	✓		
E8. Are door/handles clearly distinguished?	✓		
E9. Can the door furniture/handles be easily operated/grasped? (delete)	✓		
E10. If door closers/mechanisms are fitted do they provide the following: a) delay-action closure? b) slow-action closure? c) minimum closure pressure?	✓		Door closers are fitted on internal classroom doors.
E11. Is door/mechanism function checked regularly?	✓		Carried out by Amey

F – Not applicable as school is a single storey building

G - LAVATORIES

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

- **Wheelchair**
- **Visual**
- **Ambulant**
- **Auditory**
- **Dexterity**
- **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 an Accessibility Plan.

	Y	N	Notes
G1. Is WC provision made for people with disabilities?	✓		Disabled toilet in both buildings
G2. Do all lavatory areas have slip-resistant floors?	✓		
G3. Are floors easy to distinguish by colour contrast from walls?		✓	There is not a great enough contrast between the floor and wall colour. Photo contained within general notes. See supporting advice
G4. Are all fittings readily distinguishable from their background?	✓		
G5. Are all door fittings/locks easily gripped and operated?	✓		
G6. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		Dependant on disability
G7. Is provision made for wheelchair users? If so: a) Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	✓		
G8. Is the location clearly signed?	✓		Disabled toilet sign located on the door
G9. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
G10. Are the door fittings/locks and light switches easily reached and operated?	✓		Lights are automatic
G11. Is there an emergency call system and is someone designated to respond?	✓		Audible sound in the office and there is an external visible light on the door
G12. Can the emergency call system be operated from floor level?		✓	There is an emergency pull, however this has been shortened and has been looped around a pipe which could restrict access. See photo.

G13. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓		
G14. Are the fittings arranged to facilitate these manoeuvres?	✓		
G15. Are handwashing and drying facilities within reach of someone seated on the WC?		✓	Drying facilities are not within reach of seated person
G16. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
G17. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		
G18. 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?	✓		
G19. 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?		✓	Both toilets are the same layout
G20. Are there baby changing facilities available in the toilet? a) If so, is it accessible from a wheelchair?		✓	

General notes to block:



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

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	Y	N	Notes
H1. Is any servery/counter accessible to all users, including those with hearing impairments?	✓		Office counter

H2. 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 in building.
H3. Is there an accessible space for people to read, or pray from, in a prominent position (near the lectern)?			N/A
H4. 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 on site. It is possible for a wheelchair user to operate the water dispenser in the staffroom
H5. Is it possible for people with disabilities to serve as volunteers?	✓		
H6. Are all fittings readily distinguishable from their background?	✓		
H7. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	✓		
H8. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		The layout of the furniture in the staffroom could be problematic for a wheelchair user. As the furniture is not fixed, this could be rearranged if necessary.

I - COMMUNICATION

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 an Accessibility Plan.

	Y	N	Notes
I1. Is the building equipped to provide hearing assistance?	✓		Induction loop if required
I2. Is it clearly signed as such?	✓		
I3. Does it include all areas of the building?		✓	Reception area and school hall.
I4. Does lighting installation of the building take into account the needs of people with visual disabilities?	✓		
I5. Does any sound system in the building provide good, clear sound with adequate voice levels?	✓		
I6. Are there large-print versions of information available?	✓		Would be available on request
I7. Can the face of speakers be seen clearly from within the building?	✓		

I8. Is there 'braille' information available for people with visual disabilities?		✓	
I9. Is anyone available to provide signed interpretation? a. If so do they cover all activities? b. If not do you know where the nearest church which offers the facility , or how to contact a signing interpreter?	✓		Where needed school can commission external services to sign
I10. Is there an 'audio' version of information about the building available?		✓	
I11. If a data / overhead projector is used can it be viewed easily from all places?	✓		
I12. Is there a copy of screen based information for those who cannot raise their head?		✓	This could be provided if required
I13. Where a payphone is provided does it have a hearing aid coupler?			N/A

J – MEANS OF ESCAPE

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

- **Wheelchair**
- **Visual**
- **Ambulant**
- **Auditory**
- **Dexterity**
- **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 an Accessibility Plan.

	Y	N	Notes
J1. Is there a visible as well as audible fire alarm system?		✓	No visual system installed
J2. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		✓	The majority of exits are fully accessible by all, however a couple of classrooms have a small step from their fire exit point. The school does not currently have any wheelchair users in the school
J3. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply?			N/A
J4. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	✓		As per the evacuation plan, there are designated support staff for children needing specific help. Visitors and contract workers are the responsibility of the host
J5. If refuges are available are they equipped with 'carry chairs'?			N/A
J6. Is there a 'management evacuation strategy' for all people?	✓		
J7. Is someone on duty responsible for the evacuation procedure?	✓		
J8. Is the evacuation strategy checked regularly for its effectiveness?	✓		
J9. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	✓		
J10. Are all fire warning devices and detectors checked routinely and regularly?	✓		