

**Mossley C of E Primary School  
Boundary Lane  
Congleton  
Cheshire  
CW12 3JA**

**ACCESS AUDIT**



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## INTRODUCTION

At the request of Sue Aston, I revisited Mossley C E Primary School on 6 October 2016 in order to update their access audit and accessibility plan. (Legislation states that all schools must have these documents and they must be updated every 3 years.) This was my second visit to the school, having visited to write a previous plan in 2013. The school has implemented several of the previous recommendations from their last audit. The main alteration has been to build a new classroom for the year 6 pupils approached by an internal set of stairs. There are further improvements and extensions planned in the near future which will also include an accessible parking space in front of the main entrance, including dropped kerb access.

Mossley CE Primary School is co-educational, taking children from 4 years to 11 years, situated in the residential area of Mossley, on the outskirts of Congleton. It is a vibrant and successful school with a diverse community and a growing reputation for excellence in behaviour, extra-curricular opportunities and improving standards. They have high expectations of those who join them; they expect pupils to work hard and insist on high standards of behaviour. In return they offer the highest standards of support, encouragement and teaching that their staff can provide. The school is a happy, vibrant, inclusive community in which everyone works together to achieve their very best and is valued for their contributions. Their aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich broad and balanced curriculum. They believe they are always learning and that they learn most effectively when they learn together and by engaging children in relevant and exciting experiences they develop the joy of life long learning. They place a strong emphasis on trust, honesty, respect and tolerance, built on a secure foundation of positive relationships between children, staff, parents and governors.

Sue Aston provides clear and purposeful leadership. Mossley C of E Primary School has a committed, friendly and well-qualified staff and benefits from a highly supportive and experienced Governing Body. Governors have an important role to play in the life of any school and Mossley C E Primary School benefits from the expertise and advice of a range of talented individuals drawn from diverse backgrounds. All of them support the School as volunteers and give freely of their time and knowledge. Each Governor has at least one area of responsibility and all are active members of their School family. The Board of Governors work on a fiduciary basis for the benefit of the school. They are responsible for ensuring that



the aims of the school are fulfilled, that it remains true to its values and that it complies with the regulatory legislation which pertains to schools in England.

It is the aim and intention of Mossley CE Primary School to fully comply with current legislation and good practice. They wish to make their premises as accessible as possible, in line with local planning policy and the obligations imposed as service providers under the Equality Act of 2010. The School believes in equal opportunities for all the children, irrespective of social background, culture, race, gender, physical disabilities or ability

I have detailed my observations in section 4, The Audits, accompanied by comments and suggestions/recommendations. There is actually no such concept as being “fully DDA compliant” for an existing building. The phrase has entered the language but the legislation reads differently. A new public building will have to show disabled access, accessible toilets etc. but an existing structure will be asked to make “reasonable adjustments”.

The School has to anticipate the needs of its pupils and visitors as it doesn't know who will be its future pupils/visitors, but it only has to react to the needs of its employees. So, it only needs to make changes in this regard for staff when it appoints someone, or when a current employee decides to disclose a disability. For staff adjustments it can apply for Government money to cover almost all the cost under the “Access to Work” scheme.

My recommendations represent current best practice, but the concepts of “best practice” and “reasonable” will change with time. This is why the Act recommends a school be audited every 3 years. A further audit should be performed in October 2019.

Fire Evacuation and Health & Safety legislation may conflict with DDA legislation. When this happens both will supersede DDA, although H & S and DDA often overlap anyway.

The Equality Act makes it clear to Schools that they must make “reasonable adjustments” to make premises accessible to all users. This has led Mossley CE Primary School to implement a range of changes in recent years to make their premises and curriculum as accessible as it can be. The school's Accessibility Plan is available upon request and will be renewed every 3 years.

An accessible school is one in which disabled pupils are able to participate fully in the school curriculum. It is also one where the physical environment does not limit a pupil's ability to take advantage of the education (and other) opportunities on offer. The school's key objective is therefore to reduce and eliminate wherever possible any barriers to access to



the curriculum and to allow full participation in the school community for all children, and prospective pupils, with a disability. The Equality Act of 2010 places a duty on all schools and LA's to plan to increase accessibility in schools. Mossley C E Primary School recognises its duty in law:

- Not to discriminate against disabled pupils in their admissions and exclusions procedures
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

The School should all be complimented on the positive attitude it has towards inclusion and its ambitions to breakdown any barriers.

In the meantime, I am available, at any time, should you require clarification or further advice on any topic in my report. With my report is included 24 hour support and advice on any aspect relating to accessibility.

Lesley Mifsud B.A. (Hons) Cert.Ed.



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## 1.1 Audit Process

The audit was undertaken in three stages:

### Stage 1. Information gathering

This is undertaken as a walkthrough audit and inspection of the building using checklist.

### Stage 2. Results and recommendations

The report suggests possible improvement that can be made to the building. These range from small non-structural adjustments to possible major structural alterations. It also gives an indication to priorities and cost.

Checklist Ref:	Description	Applicable	
		Yes	No
1	Approach to School	Yes	
2	Car Park	Yes	
3	Route to Main Entrance	Yes	
4	External Ramps	Yes	
5	External Steps		No
6	Entrance Doors	Yes	
7	Lobby and Reception Area	Yes	
8	Reception Desk	Yes	
9	Corridors, Hallways and Internal Circulation	Yes	
10	Wayfinding and Signage	Yes	
11	Classrooms and Facilities	Yes	
12	Access to the Curriculum	Yes	
13	Internal Stairs and Steps	Yes	
14	Internal Ramps		No
15	Internal Doors	Yes	
16	WC's general provision	Yes	
17	WC's Provision for Disabled users	Yes	
18	Kitchen and Dining Hall, Staff Room	Yes	
19	Means of Escape	Yes	
20	Building Management	Yes	
21	Lifts/Stair Lifts		No
22	Outdoor Spaces	Yes	

## 1.2 PRIORITIES

The priorities are dependent upon various factors including:

- Compliance to AD M (Part M of The Building Regulations)
- Client's policy and objectives
- Current use of the building
- Costs involved and available resources
- Plans for refurbishment
- Maintenance programmes
- Agreement of outside agencies (such as a free holder or local highway authority)

Priority ratings are as follows:

### Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

### Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

### Priority C:

Where action is recommended within 12 - 24 months to improve access.

### Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

## 1.3 KEYS FOR COSTS

Budget costs have been included in the form of bands.

- N - None
- M - Minimal
- OG - Ongoing Maintenance
- ST - Structural Change
- EX - Major Structural Change

Please note cost keys are indicative only and that Ea-Audits cannot be held liable for any misinterpretations.

## 1.4 ABBREVIATIONS

Used throughout the report are the following abbreviations:

- DDA** - Disability Discrimination Act
- BS8300** - British Standard BS8300: 2009 - Design of Buildings and their approaches to meet the need of disabled people
- AD M** - Building Regulations Approved Document M - Access to and Use of Buildings
- FFL** - Finished Floor Level
- EQ** - Equality Act 2010

## 1.5 SOURCES OF GUIDANCE

Whilst for this project AD M is being used for measuring compliance, associated with the DDA, are a number of guidance notes and standards that illustrate good practice in terms of meeting the needs of disabled people.

Listed below are some documents that have been utilised for the purpose of this report.

[Building Regulations Approved Document M - Access to and Use of Buildings \(2004\)](#)

[British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.](#)

[DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005.](#)

[Disability Discrimination Act 1995 and 2005, HMSO.](#)

[British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.](#)

[JMU Access Partnership & Sign Design Society - Sign Design Guide- A Guide to Inclusive Signage \(2004\).](#)

[The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.](#)

[Access Audit Price Guide, Building Cost Information Service, 2002.](#)

Please note however the 'DDA' is not prescriptive in its recommendations to improve accessibility. As such, compliance with the Act cannot ultimately be determined or used as a method for assessing accessibility. Only tangible standards set out in guidance documents such as BS8300: 2009 can be referred to for 'compliance'.

## 1.6 IMAGES

Please note external images are used within this report; these are for illustrative purposes only. External images are indicated along with their source.

## 1.7 METHODOLOGY

The main purpose of this report is to ensure that the school meets with the requirements of part IV of the Equality Act as amended by the Special Educational Needs and Disability Act 2001 and so does not discriminate against disabled pupils.

However the report will also deal with the obligations under section III of the Equality Act 2010 which relates to the provision of services to members of the public.

In order to achieve this, the report will identify where both the property and teaching processes do not meet current best practice standards and will recommend ways to overcome these issues which may incorporate adjustive works, changes to policies and procedures or a combination of the two.

It is unlikely that you will be able to implement all of our recommendations in the near future and we do recognise this. To this end a priority rating is given to each recommendation, which is designed to guide you in the formulation of the accessibility plan, which then can be incorporated into the school accessibility strategy.

The Equality Act 2010 (Old DDA) will affect the school in a number of different ways and whilst the focus of this audit relates to education this is not the only aspect where the act will apply. Three sections of the Equality Act apply to the school. The obligations under each section are outlined below:



## Part IV - Education

The special educational needs and disability act 2001 extends part IV of the Equality Act which now requires that you do not discriminate against disabled people in their access to education by imposing a planning duty. As a result the school is required to prepare an Accessibility Plan to cover the following areas:

Increasing access to the school curriculum for disabled pupils  
Improving the delivery of written information to disabled pupils  
Improving physical access to the school environment

In turn, the school is obliged to formulate an accessibility strategy to cover all parts of the school which will relate to the accessibility plan. These obligations should compliment and integrate with the school existing special educational needs framework and should integrate with your existing SEN arrangements. This planning duty came into force in September 2002. This required that schools should have had their plans in place by April 2003. Each plan should run for minimum of three years.

There is a duty to implement, review and revise these plans, which will be regulated and then enforced by OFSTED. Independent schools will be policed by the Independent Schools Inspectorate as part of the existing schools inspection program.

## Part 111. - Service provision

Any area of the school that is let to, or visited by members of the public will be covered under this section of the Act.

Under this section you are obliged to make reasonable adjustments to these areas to make them accessible to members of the public. These may include physical adjustments or adjustment policies, practices or procedures to overcome barriers to access.

## Part II - Employment

As an employer it is illegal for the school to discriminate against disabled people in terms of employment, which may involve making reasonable adjustments to policies, practices or procedures or physical alteration to the premises.

This will cover areas such as recruitment, promotion and dismissal as well as premises.

In terms of premises this presents a reactive duty, as there is no obligation to take anticipatory steps to make a building accessible but rather to make reasonable adjustments for each disabled person.

This being said it will be prudent to incorporate accessibility into any refurbishment of staff areas.

We have outlined above the legislation, which applies to this school, and you will note that you have obligations under Part II of the Act in respect of employment. This area of legislation is very much related to the individual employee or potential employees and as such will generally represent a reactive duty, with alterations being designed to meet the individuals' needs. As a result private areas not open to members of the public, or pupils, such as offices and staff areas will not be covered by this report.

Our general advice in respect of these areas is to have a procedure in place to identify the needs of the employees or potential employees and then make physical alterations, when necessary, to suit the individual.

We further confirm that plant rooms and worktops etc not used for educational purposes are not covered by this report.

As the schools SEN provision should focus on individual pupils needs, including auxiliary aids, specific arrangements and teaching assistance (which may need to be funded by parents), this report does not seek to recommend specific adjustments to individual classrooms relating to items such as furniture or equipment. We feel that such items should very much be designed to meet the individuals requirements and as such widespread alterations may in fact be a waste of resources, as generic solutions may often not deal effectively with an individual pupils needs.

However, we will deal with more strategic issues such as timetabling, educational practices and making the learning and recreational environment more accessible.

Although we have included the code of practice for means of escape for disabled people within our criteria, this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the schools emergency evacuation plan.

This audit will now consider each of the barriers that a disabled visitor or pupil will face when attending your school. It will consider what we believe to be reasonable action to be taken to overcome that barrier. It will also give a guide as to the priority for the urgency for incorporating those changes into the school day. We have also provided a cost band giving the likely cost approximation of instigating changes to you premises.

In the audit we have tried to explain why a recommendation has been made, to justify why no action has been recommended where a problem exists, to give the school an insight into the problems disabled people face in accessing education/other services/of the site and also to provide more detail and further guidance as to how the recommendations should be implemented.

## **1.8 USEFUL ORGANISATIONS**

Disability Rights Commissions

DRC helpline

Freepost

MID 020164

Stratford-upon-Avon

CV37 9BR

Telephone (0845) 762 2633

Fax (0845) 777 8878

Text phone (0845) 762 2644

Radar – Royal Association for Disability and Rehabilitation

12 City Forum

250 City Road

London

EC1V 8AF

Telephone (020) 7250 3222

Fax (020) 7250 0212

Minicom (020) 7250 4119

National Institute for the Blind

RNIB Customer Services

PO Box 133

Peterborough

PE2 6WS

Telephone (0845) 7023153

Minicom (0845) 585691

Royal National Institute for Deaf People

19 - 23 Featherstone Street

London

EC1Y 8SL

Telephone (020) 7296 8000

Text phone (020) 7296 8001

Fax (020) 7296 8199

Disabled Living Foundation

380-384 Harrow Road

London

W9 2HQ

Telephone (0845) 130 9177

Minicom (0870) 603 9176

## **Section 2 - Consultation**

### **2.1 ACCESS GROUPS**

For the purpose of this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various users groups and appropriate employees prior to undertaking specific adaptation works as a result of recommendations within this report.

### **2.2 CONSERVATION AREA / LISTED BUILDING STATUS**

The site or buildings do not have a listed building status. Professional advice must be sort for planning applications.

### **2.3 FIRE OFFICER**

Where recommendations have been suggested that may have an effect on the evacuation strategy, additional consultation with the Fire Officer is advised prior to works being undertaken.

## Section 3 - Site Details

### 3.1 DESCRIPTION OF PROPERTY

Description	Details
Date of Construction:	1972 with many later extensions and improvements
Constructed of:	Traditional Construction
Number of Buildings	Main school building outbuildings
Access Via:	Main Front Entrance and various entrances into other areas
External Areas:	Extensive and beautiful grounds including playgrounds, seating areas, field and trim trails
No. Passenger/Platform Lifts/Stair lifts	No
Staircases	One


### 3.2 FACILITIES IN PLACE

Facilities	Details
Ramps	Yes
Platform lifts	No
Stair lift	No
Visual indicators for fire alarms	No
Induction loops / Infrared systems	No
Accessible toilets	1
Tactile signage	No
On site assistance	On Site
Designated Disabled parking areas	Planned for near Future
Evacuation chairs	No
Fire protected lift(s)	No

3.3 Site Location

**Mossley C of E Primary School**  
**Boundary Lane**  
**Congleton**  
**Cheshire**  
**CW12 3JA**



Item No.	Comments	Recommended	Priority	Est. Cost
<b>Summary</b>				
	<p>1.1 Mossley CE Primary School is co-educational, taking children from 4 years to 11 years, situated in the residential area of Mossley, on the outskirts of Congleton, a town and civil parish in Cheshire. Congleton is 7 mi (11 km) east of the M6 motorway, connected by the A534. It is on the A34 trunk road between Stoke-on-Trent and Manchester, and the A54 to Buxton and the Peak District. The A536 links the town with Macclesfield, with the A527 linking the town to Biddulph and providing an alternative route to Stoke-on-Trent. Before the abolition of Cheshire County Council on 1 April 2009, Congleton was a county borough. The neighbouring village of Buglawton was incorporated into Congleton borough in 1936. From 1974 to 2009, Congleton borough covered much of south-east Cheshire.</p> <p>The principal industries in Congleton include the manufacture of airbags and golf balls. There are light engineering factories near the town, and sand extraction occurs on the Cheshire Plain, although much of the town is now a dormitory for Manchester and Stoke-on-Trent.</p> <p>Congleton has 10 primary Schools and 2 High Schools.</p>			
	<p>1.2 The Equalities Act 2010 requires all Schools to prepare and implement an accessibility strategy to improve the physical environment of the School for pupils with disabilities and special educational needs (SEN). This should include consideration of their particular health and safety needs on the School premises and how these can be met. Compliance with the Equality Act is not about avoiding being sued or fined but about caring for staff and pupils and improving your facilities for everyone. Legislation for Schools states that Schools must make 'reasonable' adjustments to their school buildings to make access available to all. Provisions should not just be restricted to improving wheelchair access, only 5% of those with disabilities are in wheelchairs. There are 600,000 wheelchair users BUT:</p> <ul style="list-style-type: none"> <li>• 2.5-3 million visually impaired</li> <li>• 1.5-6 million reading difficulties</li> <li>• 8 million deaf or hard of hearing</li> <li>• 15 million mental health difficulties</li> <li>• 1 in 3 people over 55 have Arthritis</li> </ul>			
	<p>1.3 Local Education Authorities (LEAs) and Schools, including independent Schools have duties to make physical improvements to increase access to the School buildings which means they must gradually implement plans to improve access for disabled children. Schools should regularly review their policies, practices and procedures to ensure that disabled children are not at a disadvantage because of their disability.</p>			
	<p>1.4 Under the Equality Act of 2010, Schools are expected to take 'reasonable steps' to meet the needs of disabled children who might become pupils. So Schools should think about the broad range of needs of pupils with different disabilities. However this does not necessarily include making changes to School buildings to make them accessible or providing specialist equipment or support. Both these areas are dealt with via different routes - the new planning duty for Schools and LEAs and the Special Educational Needs Framework respectively.</p>			

1.5 The Disability Equality Duty (DED) for the public sector is a new legal duty that requires all maintained primary and secondary Schools, Academies and independent Schools to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the building are treated equally. The new duty is not necessarily about changes to buildings or making adjustments for individuals, it's about weaving equality for disabled children and adults into the culture of Schools in practical and demonstrated ways. Disability equality will need to be at the forefront of policy development, and Schools who are not already doing so, will need to start making institutional changes across the board, as well as continuing to take action to meet the needs of individuals.

The DED is not about ticking the right boxes quickly. It is about a whole organisational approach to disability equality, achieved over a period of time. Schools offer a place and a reason for interaction and engagement between different children, employment opportunities for adults, and increasingly, services for the whole community. Schools are uniquely placed to help challenge and overcome discrimination in society.

1.6 The provision of education for all regardless of their age, size, ability or disabilities depends on a wide range of factors, including School policies, curriculum planning, teaching strategies, and the School environment. Well-designed Schools allow all students to participate fully and independently. This frees their teachers to focus on educational goals. Students with disabilities should be able to get around the School along with their peers. They need to be able to navigate through the School building, use standard classroom equipment, and use their own assistive technologies with ease.

1.7 Ensuring accessibility of any activities or events that involve travelling outside School grounds will help all students to participate fully in School life. This would include educational trips, such as, visits to museums or theatres, visits to other Schools, sports events, or work experience. It is also important to review the accessibility of the destination, and the transport to and from the destination, as part of the planning of any such activities. As a School, Mossley CE Primary School act in a responsible manner to ensure the safety of all children attending offsite activities and outdoor learning experiences. During the school year many educational visits are organised for all year groups and individual classes. Such visits are seen as an important enhancement to the curriculum, and they are carefully selected with the aim of enriching their pupils' experience and learning. The School organises a variety of opportunities for students to go on trips and residential visits. Mossley CE Primary School is committed to extending the experience and achievement of all their students in the broadest sense possible, one key element of this is to ensure a variety of residential/outdoor activities and school trips for each student.

**EXAMPLES of recent School Trips**

- RSPB Coombes Valley Nature Reserve
- Biddulph Grange Country Park
- Manchester Museum
- Chester Zoo
- Jodrell Bank
- Chester Roman Visit
- Churnet Valley Railway
- MEN Young Voices
- Year 2 Kingswood Residential
- Year 4 Ironbridge Residential
- Year 6 Holland Residential

The guidance in this audit focuses on the needs of students with disabilities. However, students are not the only people to use the School building. Teachers and administration staff, parents, visiting students, and those who use the School outside of core hours all have particular requirements. A 'universal design' approach allows all users to make use of the services available in the School building. A 'universal design' approach to School design will ensure that the School can be accessed, understood and used

- 1.9 • to the greatest possible extent
- in the most independent and natural manner possible
- in the widest range of situations, and
- without the need for adaptation, modification, assistive devices or specialised solutions

This audit is not designed to address all possible barriers for students with disabilities taking part in School life. There may well be issues around curriculum design, staff training, access to personal care, interpretation services, and access to information that go beyond the scope of this audit.

Students with disabilities will have certain unique requirements that impact how they use School facilities. For example :

- 1.10 • Students with mobility disabilities may have particular difficulties with steps, or heavy doors. They may need additional desk space if they use a wheelchair, or additional storage space for a walking frame or crutches
  - Students with visual difficulties will benefit from improved lighting and clear visual contrasts on doorframes and support columns
  - Some students with emotional, psychological or mental health difficulties will benefit from a calming environment created by appropriate use of light and colour schemes
- Many students have particular requirements for access to laptop computers or other assistive technology. Availability of power points for recharging will greatly benefit these students

- 1.11 On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This Duty replaced the existing Race, Disability and Gender Equality Duties. More and more responsibility has been given to Schools in the UK to promote equality and improved access to the building and the curriculum should be at the forefront of all School planning. Schools need to ensure they have taken all 'reasonable measures' to make their building and curriculum as accessible as possible.

- 1.12 The Disability Discrimination Act (DDA) 1995 (now replaced by The Equality Act 2010) aimed to end the discrimination that faces many pupils with disabilities. The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that all Schools built in the future are completely accessible.

- 1.13 Improvement in communication technology (internet, email, text messaging, social networking sites and video phone links etc.) has enabled easier links between deaf people, and between deaf people and those with hearing. This has also served to emphasise the importance and value of good literacy skills and encouraged better levels of attainment. The consequence of all the above changes has been the raising of educational expectations for deaf children, particularly in respect of language, achievement and attainment levels. These can be much closer to hearing norms for many deaf children than was previously considered possible.

- 1.14 The Schools Information Act 2012 required the online publication of a large number of documents and policies. These can easily be found on the School web site.



- Providing information on the accessible features of a building and its grounds on the School website is useful for potential new students and first-time visitors to the School. For visitors, there should be contact details for the School and a link to Google maps which makes it easier for a visitor to the website to locate the School. The website is very informative and the School has created the website to keep parents up to date with School news and notices, and to showcase some of the great things their pupils are achieving. Their web site is also a reference point for information. The School is committed to making its web site as accessible as possible to users with disabilities, including users who may be blind or partially sighted. They also make sure that those users who have reading difficulties are able to use the site. The School has designed their site to be accessible for disabled users and visitors using the different technologies (browsers, screens etc.)The School is also aware of the needs of adult users and of its parent body. Information for parents can be provided in large print format on request. If any parents need any other form of adaptation or accommodation the School asks that people get in touch with them so that they can discuss how best to help.
- 1.15

- Schools will vary widely in how accessible they are to individual pupils. Every School must have an accessibility plan, which shows how they intend to improve accessibility for special educational needs pupils, and by when these improvements will be made. In order to prepare the plan a school must firstly commission the completion of an Access Audit which is what Mossley CE Primary School has done. This plan must be published. It will outline how the School will:
- 1.16
- improve the physical environment
  - make improvements in the provision of information
  - increase access to the curriculum
- Schools can also increase access for individual pupils by making 'reasonable adjustments'. These can be simple changes such as making sure that all lessons take place in ground floor classrooms for a class where one of the pupils uses a wheelchair and the School does not have a lift.

- Changes to the physical environment that a School could make to increase access might include:
- 1.17
- lighting and paint schemes to help visually impaired children
  - lifts and ramps to help physically impaired children
  - carpeting and acoustic tiling of classrooms to help hearing impaired pupils

- Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:
- 1.18
- in Braille
  - in large print
  - on audio format
  - using a symbol system

- Adjustments that would help children with disabilities have better access to the curriculum might include:
- 1.19
- changes to teaching and learning arrangements
  - classroom organisation
  - timetabling
  - support from other pupils

Technology suited to pupils' needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:

- 1.20
- touch-screen computers, joysticks and trackerballs
  - easy-to-use keyboards
  - interactive whiteboards
  - text-to-speech software
  - Braille-translation software
  - software that connects words with pictures or symbols

Mossley CE Primary School is doing all it can to make 'reasonable adjustments' to the access in the buildings and has done everything it can to comply with The Equality Act 2010.

- 1.21
- Reasonable adjustments have been made for all children with SEND where necessary. When a child with a particular disability is admitted to the school, they consult with outside agencies for extra guidance when necessary. They seek to create a harmonious community in which the individual is valued and is given every opportunity to fulfil their potential in terms of pastoral, emotional and intellectual growth; thus enabling them to live successfully in an increasingly demanding and ever changing world. It is an inclusive community where all are safe, happy and valued. The school is fully committed to following the guidance contained in the report.

### Approach to the School



The School is situated in a quiet, residential area, surrounded by countryside. Access to the entrance is level and is accessible by all. The pavements are in good condition. Tactile



- 2.1
- paving/dropped kerbs have been used where necessary in the locality to assist disabled people. Tactile paving (also called truncated domes, detectable warnings, tactile ground surface Indicators, detectable warning surfaces) is a system of textured ground surface indicators found on many footpaths, stairs and train station platforms to assist pedestrians who are blind or visually impaired.



- 2.2
- Traffic can be a particular hazard for some people, including people with mobility difficulties, those who have difficulty remembering and concentrating, and for those with sensory disabilities who cannot hear or see the vehicles. In the School grounds, Schools should provide separate routes or pavements for pedestrians and pupils to keep them away from vehicles. The most effective way to do this is to separate pedestrian from vehicle activity, by making routes entirely separate. Where possible, pedestrian traffic routes should represent the paths people would naturally follow (often known as 'desire lines'), to encourage people to stay on them. The pedestrians are kept safe as they have a separate entrance from the vehicles and a green fence has been erected to further ensure their safety. There is also a member of staff on duty in the mornings and after school each day.



- 2.3 There are 2 pedestrian entrances into the school grounds, one each side of the car park entrance. There are no obstructions from the pedestrian entrances to the School entrances and the routes are smooth and free from loose stones. Both pedestrian entrances provide level access. Children enter the School through designated entrances and not the main front door unless they arrive late. The routes are free from hazards and easily accessible and are also well lit. Although I surveyed the buildings in the day time, the routes are free from shadows and would not cause a problem for the partially sighted. External street lighting is provided throughout and is available on approach to the site. Adequate lighting is essential for all visitors and staff not just the disabled. Avoid strong lights or heavy shadows.

- 2.4 To get to and from School, Mossley CE Primary School encourages walking for the pupils who live near by. There are lots of benefits: it's healthier than travelling by car, it improves the safety of pedestrians and road-users, and it respects nearby residents and parking regulations. It's a great idea to get children into the habit of walking all, or at least part, of the way to school. It's not just good exercise but also helps them to become familiar with the roads as a pedestrian. Children are easily distracted and may act impulsively near roads without warning so parents are advised that when they are out together, keep them away from traffic and always walk with the road on their side whenever possible. Further advice is to always hold their hand when they are out together and not to let them run ahead or lag behind. Many drivers don't even notice young children at the roadside and children need to learn to look out for dangers including cars starting up or reversing, pulling out of driveways and crossing at junctions or bends in the road, as, especially young children cannot judge the speed and distance of traffic. They ask all parents that if they do need to travel by car, that they park wisely and they are asked not to block driveways or mount pavements when parking. They suggest to their parents that they park and stride, by driving part of the way to school and walking the rest. This means parents can avoid the congested areas around school and also enjoy some time walking and talking together with their child.

- 2.5 The School takes safeguarding very seriously – they ensure their children are kept safe in lots of different ways: They only employ qualified and trained staff who have had an enhanced criminal records check. All volunteers and visitors are also checked and given a "Safeguarding" briefing before they have access to the site. They have a safe and secure building and grounds; they carry out daily, weekly or yearly risk assessments for the equipment and areas used by all children, both in the School grounds and whenever they go for trips beyond their boundaries. All staff have regular safeguarding training and they focus on the well-being of every child individually. This means that all parents and visitors to the School may only be given entry to the building after they have registered with the School office staff at the main entrance. The School has a manual signing in policy.

- 2.6 Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained Schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The statutory guidance Working Together to Safeguard Children (2013) covers the legislative requirements and expectations on individual services (including Schools and colleges) to safeguard and promote the welfare of children. The statutory guidance Keeping Children Safe in Education (2014) is issued under Section 175 of the Education Act 2002. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

2.7 Mossley CE Primary School fully recognises its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure effective arrangements within their school to identify, assess and support children who are suffering from harm. Their policy has been updated to take into account the DfES guidance 'Keeping Children Safe in Education' (July 2015). They have clearly defined Roles and Responsibilities: All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within the school, who have specific responsibilities under child protection procedures.

2.8 Mossley CE Primary School recognises the importance of creating an ethos within school that will help children to feel safe and confident that they will be listened to. They recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school recognises these facts and all the staff are trained in keeping a watchful eye on all their pupils and bringing any worries about safe guarding to the relevant person.

2.9 As a school they take their responsibility to safeguard and promote the welfare their children extremely seriously. Improving outcomes for all their students underpins all of the work within this school. Safeguarding is everyone's responsibility and as such their school aims to create the safest environment within which every student has the opportunity to achieve. They are very conscious of the need to keep their children safe and it is for this reason that visitors may find it hard to get into the school building. It is also important for security reasons that they know who is in school at all times.

**Car Park**



3.1 Parking areas are of adequate dimensions and provide for satisfactory circulation and manoeuvring space. Provision has been made for safe and convenient pedestrian movement through the car parks. Vehicles are able to enter and leave the car park in a forward direction. Landscaping has been provided where practicable to shade parked vehicles, help screen them from public view and provide visual variety and interest. The School has parking for approximately 35 cars with plenty of spaces available for Staff. All the car park spaces have been marked out and the surface is in very good condition, with some newly painted areas marked out along the side of the fence. There are no safe walkways marked out in the car park. Pedestrian walkways are designated areas in car parks, intended for those on foot. They lead to specific areas, such as entrances. The intent behind pedestrian walkways is safety, to keep people walking apart from those in vehicles and to reduce the incidence and possibility of accidents in the car park. Pedestrian walkway safety is vitally important. There may be a hearing impaired person who doesn't hear a car which could be reversing out of its car park space. School car parks can be dangerous. Children may feel safe but drivers can't always see them, especially when reversing.

3.2 For a number of wheelchair users and mobility impaired people it is very important that designated, well sized, accessible parking bays are provided as close as possible to the entrance points. If there is not sufficient size to allow a person to transfer from the car to a chair it may actually prevent that person from visiting the building at all or could result in them parking improperly causing an obstruction to other users. As a result it is essential that an adequate number of well-designed accessible bays are provided. For a site of this type and use there is no specific guidance to follow but we would suggest that 5% of the overall parking provision should be made available for disabled use.

Mark out safe walkways in the car parking areas for pedestrians. Ensure that all pedestrian walkways are well-lit at all times, and that the surfaces are completely flat, with no cracks in the floor that someone could accidentally trip over. Clear away any debris or rubbish regularly. Keep the paint in good condition and repaint as soon as it begins to fade or chip to keep the lines demarcating different areas very clear.



A M

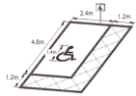


3.3 There is no accessible parking bay at the moment but plans have been drawn and this will be happening very soon.  
 (According to AD M- Designated parking bays should be included: workplaces: 1 space per employee known to be a disabled motorist, plus at least one space or 5% of the total capacity. There must be a minimum of one space.) The approach to the School entrance from your accessible bay should have a flat, smooth transfer available for wheelchair users and is as close as possible to the accessible entrance. The accessible bay should be designed so that drivers and passengers, any of whom may be disabled and need the bay, can get in and out of the car easily and safely. The bay should be longer and wider than a standard bay to ensure easy access from both sides and at the rear. This is because people may need to extend their doors fully to get out of/into their vehicle or may need extra room to transfer to or from their wheelchair. Best practice recommends that the actual parking space should be at least 4.8m by 2.4m.

Follow your plans to install an accessible car park space as soon as possible and the suggested location is as shown in the top photo. An example of the lay out is shown in the bottom photo.

A M

3.4 In addition the hatched areas should allow a 1.2m access zone between bays at the side and 1.2m at the rear for easy boot access. Disabled users are likely to be more vulnerable to collision with traffic and a mobility impaired or elderly person is unlikely to be able to move as quickly as a disabled person. Equally a visually impaired person will be less aware of oncoming traffic. As a result a safe route should be provided from accessible parking bays to the nearest exit or entrance.



3.5 Correct measurements and markings for a disabled car park space.  
 Any new bays should be designed to meet the requirements of BS8300: 2001. In effect this design insures that the surface is relatively level, have a hard finish and free from stones, gravel etc.



3.6 As well as a sign on the ground as provision for disabled drivers or passengers only, there should also be a sign immediately in front of the space, which is good practice. This is needed in case of snow or leaf covering on the ground. For wheelchair users signs should be placed between 1000mm and 1100mm above floor level. The lettering should be in small case and should contrast with the sign board, and the sign should have a matt surface. Symbols can be used to supplement written signs.

Ensure there is a sign in front of your disabled car parking bay similar to the example shown.

A M



3.7 Directions to the disabled car parking should be placed at the entrance to your car park so any disabled visitors know which way to go to access the designated disabled car park space.

Place a directional sign at the entrance to your car park showing the location of the disabled parking.

A M

**Route to Main School Reception**



4.1 The route to the main School entrance is easy to locate. The main School building and entrance are visible on approaching the School. ( Lack of external signage could potentially render the entrance difficult to locate, particularly to a first time visitor. Hearing impaired people could also become anxious at having to ask for directions.)

- 4.2 Surfaces on routes for visitors, staff and pupils are smooth, slip-resistant, firm, level, well-drained and free from loose stones. They are wide enough and free from most hazards including windows opening outwards.

- 4.3 Having provided well designed accessible parking it is equally important to ensure that pedestrian routes to and from the main disabled entrance are accessible as well as routes for other pedestrians. Routes should be level, free from steps, bollards and steep slopes which present difficulties for many disabled people. Moveable street furniture such as bins, seating and A-boards should be carefully located so as to not obstruct walking routes. Well-designed dropped kerbs with appropriate tactile paving should be provided where necessary.

### External ramps



- 5.1 There is one ramp on the School site which is at the main entrance to give level access. The ramp length and the gradient are suitable and they are wide enough to full length of ramp slope and landings. The top and bottom landings are of adequate size. The surface is suitable and the slope surface is visually contrasting with the landings but this could be improved. The ramp has been built in line with guidelines in Approved Document M (ADM) of The Building Regulations 2010 and BS8300:2009+A1:2010. Where there are handrails or barriers at steps and ramps, the rails should be highlighted with tape or painted in a bright contrasting colour to aid visually impaired students/visitors. Where access is via a ramp, the start and ends of the slope need to be indicated. This can be done with a thick stripe of white or yellow paint across the width or a boldly painted white triangle pointing in the direction of the slope. This ramp would benefit from having some highlighting at the start and at the end of the ramp to aid a visually impaired person.

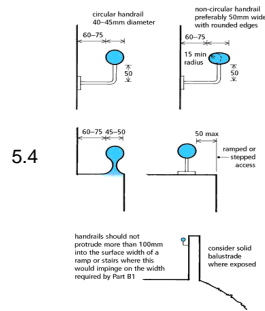
Ensure that the ramp is kept clear of grit and gravel which could present a trip hazard and that the surface is kept in good condition. Mark tape at the start and end of every handrail to aid the visually impaired students and visitors. Mark start and end of ramp as indicated.



A M

- 5.2 Ramps should have the following dimensions: 1.5m wide with a minimum unobstructed width of 1.5m.  
Have a maximum individual flight of 10m and maximum gradients of 1:20 if longer than 5m, 1:15 if longer than 2m or 1:12 if shorter than 2m.  
Have 100mm high raised kerbs to any open side of ramp or landings  
Have a continuous suitable handrail on each side.  
(see Part M Access to buildings other than dwellings)

- 5.3 2 Handrails should always be provided on either side of a ramp as people who have difficulty negotiating changes of level need the support of handrails. For example someone with cerebral palsy would only have strength to one side of the body and so would require a rail to be fitted either side of the ramp for ascent and descent.  
Consideration should be given to the provision of a second (lower) handrail set at 600mm on stairs, particularly in Schools, for use by children and people of short stature.  
Handrails should be easy to grip and provide good forearm support for people who are unable to grip. They should be configured with a positive end to reduce the risk of clothing being caught on the ends of rails.  
Surfaces such as hardwood or nylon coated steel are recommended in preference to surface materials that are cold to the touch.  
The handrails should be easily distinguishable from their background, without being highly reflective.  
The Ramps at The Mossley CE Primary School do not have handrails fitted both sides



Shown are dimensions of handrails.

### External Steps

6.1 N/A.

### Main Entrance Door to School

The main School entrance should be easily identifiable from a distance by its design, location, signage and lighting. It should be easy for all students, staff and parents to use. In existing buildings, it is important to ensure that students with disabilities can use the same entrance as other students.

7.1 Access doors should be so designed as to permit operation by one person in a single motion with little effort. Power-operated doors are the best for people with disabilities. The activator system should be automatic or placed within easy reach. An accessible door should have the following features:

- Secure side – a sign, a door handle, an extra pull handle, glazing and a kick plate.
- Un-secure side – a sign, user-friendly access control reader, glazing and a kick plate.

Some key considerations in relation to entrances include:

- A level threshold, without steps. A ramp can be used to address small changes in level, up to 300mm. Where there is a change in level of 300mm or more at the approach to the entrance, both a ramp and steps should be provided.
- 7.2 • Doors that are wide enough and easily operated. Automatically operated sliding doors provide a high level of accessibility for all users. The accessibility requirements need to be balanced with cost, maintenance issues, and security issues
- Manual door closers should be avoided where possible. These can cause difficulties for people with mobility disabilities because of the force needed to open the door. Revolving doors should also be avoided. These can be very difficult for wheelchair users and people with mobility difficulties to use

- Sufficient circulation space around the entrance can minimise congestion at the start and end of the day
- A good visual link between the internal office, reception and main entrance area, to the main external approach will help staff to identify any students or visitors in need of assistance
- 7.3 • A level covered area to provide shelter to students being dropped off or collected is also desirable
- Any access control system that stops unexpected visitors from getting into the building should be clearly visible. It should be reachable by a wheelchair user or a person of smaller stature and usable by people with hearing, speech or vision loss
- Appropriate signage directs visitors to the entrance or reception area

- 7.4 In new buildings, the accessible entrance(s) should be the main entrance(s) intended for use by the general public. Each accessible entrance should be connected by accessible pathways to accessible indoor or outdoor parking areas. In order that a wheelchair user can pass through a doorset without difficulty a clear width of at least 750 mm but preferably 800mm should be achieved.



- 7.5 The doors at the main entrance to the School are suitable for a wheelchair entrance. They are double doors which are manual. The main entrance is easy to locate. It is clearly distinguishable from the building front. It is well lit and free from shadows and signed. Automatic doors make it easier for any visitors with mobility issues to enter your building and are preferred if the budget allows the extra expenditure.

- 7.6 The doors are constructed of mainly glass and upvc. Doors which are predominantly glass need to be labelled or marked in some way to give a visual clue and help warn the visually impaired of the approaching hazard and judgement of distance. These doors have been clearly labelled as they have a white bar which runs across the middle of each door. People either side of the door, seated or standing, are able to see each other or to be seen. The threshold weather mat is of firm texture, flush with the floor, and does not pose a hazard. This entrance is also a fire-exit door. The colour of the entrance door contrasts with the surrounding surface so as to be distinguishable by people with sight problems. There is an intercom at the main entrance door and this has been set at an accessible height.



- 7.7 The other entrance/exit doors were checked. All children enter through various entrances. Some of the entrance doors in the school offer level access (hall) whilst some have a step. Even if there is a step in front of a door, there is always an alternative, accessible entrance.



Because manual door closers are fitted to all the doors make sure these are adjusted to provide the minimum force necessary to open or close the doors. Make sure staff and students are aware of the need to offer assistance by holding open doors or carrying materials for people with disabilities who have difficulties at the entrance.

A N  
A M

### Reception Area and Desk

- 8.1 There is a seating area available once inside the School building and there is room for a person in a wheelchair to sit alongside a companion. Waiting areas are needed so it is important that there are a variety of seats available that are accessible for both the ambulant disabled and those in wheelchairs. There should also be spaces available for wheelchairs within the seated area so that those who do not wish to transfer from the chair can be seated with their companions. Ensure that those who do transfer to another chair have somewhere close at hand to store their wheelchair without blocking off part of the reception area or horizontal route. Only seats without arms have been provided.



Ensure you provide at least one seat with arms in your waiting area.

A N



- 8.2 The transitional lighting in the reception area ensures that people can adjust to different lighting levels and the floor surfaces are slip resistant, firm for wheelchair manoeuvre, and there is no echo. (Adequate lighting is essential for all visitors and staff not just the disabled. Avoid strong lights or heavy shadows. A maintained illuminance of 200 lux is recommended.) Lighting levels within the whole of the premises were tested using an ACT light meter and it was generally found to be above the minimum recommended guidance of 100 lux at floor/landing/stair levels. It is essential that lighting levels are maintained within the premises at these levels as the light levels below this, persons with a visual impairment will have significant difficulty in negotiating their way around the premises. We recommend therefore that you continue to ensure that missing light bulbs/tubes etc. are maintained diligently and the lighting levels generally around the premises are maintained at a high level.

Although there were no missing bulbs on the day of the audit, ensure that missing bulbs and fluorescent tubes be replaced as soon as possible as part of your ongoing maintenance program.

A OG



- 8.3 The reception desk/window and area is one of the first pieces of furniture that a visitor sees when they enter a building. Good provisions here will give an immediate message to people with disabilities as to whether or not the School will be accessible. Visitors to the School will often need to read and sign documents over the desk so it is important that they have access to the counter top. To aid this, the counter should be offered at two heights; a lower one for those in a wheelchair, younger or shorter visitors, that should be between 800mm and 850mm and one at a higher level so that those with poor mobility do not need to stoop or let go of their canes, etc. at a height of between 950mm and 1100mm. There is a reception desk fitted at the correct heights but it does not offer a good facility for a person in a wheelchair as there is no area where they could approach to use the desk and be able to get their legs underneath.

Install a shelf at a suitable height under/close to the reception desk to allow a wheelchair user to sign documentation. Examples are shown

B M



- 8.4 When installing a shelf, for wheelchair users, knee and toe space is usually needed so that a wheelchair can face the reception desk rather than being forced to make a side-on approach. Research has shown that 900mm high shelf is practical for wheelchair users. The width required is variable due to the space within which it will be installed but should allow enough width so that necessary documents can be filled in and signed. Knee and toe space dimensions should allow at least 250mm deep and 300mm high. Vertical clearance under the shelf should be at least 700mm.



- 8.5 An induction loop with appropriate signage should be provided to assist hearing-aid users to communicate with the receptionist. There is no induction loop fitted to assist visitors who have impaired hearing in the reception area. Hearing (induction) loops help people with hearing loss to hear sounds more clearly by reducing the effect of background noise. When a staff member speaks into that microphone, sound is transmitted as a magnetic field which can be picked up by hearing aids when set to the 'T' setting or hearing loop program. This applies to different types of hearing aids, including digital. A portable hearing loop provides limited coverage and is designed for one to one conversation for people with hearing aids.

Purchase a portable induction loop for the use of hearing impaired visitors/parents and display the sign.

B M

- 9.1 In primary Schools, students spend most of their time during the day in one classroom. However, in secondary Schools, students tend to move between different general and specialist classrooms, so ease of movement and minimising travel distances needs to be carefully considered. Where possible, Schools should be planned to minimise long travel distances, which can be a barrier for some students with mobility disabilities. Mossley CE Primary School is quite a compact site with minimum distances to travel.



- 9.2 All circulation routes are wide enough for two wheelchairs to pass one another. A minimum clear width of 2400 mm is preferable, with a recess of 900 mm for lockers or coat stands. There is enough room for one wheelchair to manoeuvre and someone to stand aside. AD M - Corridors and passageways should be wide enough to allow people with wheelchairs, people carrying large items or people on crutches to pass each other.

- 9.3 Throughout the corridors, both the natural and artificial light avoids reflection, glare, shadows and silhouette.

- 9.4 The lighting in the corridors is good and there is contrast between the walls and the floors. Tonal contrast between different features is important for people with vision loss in a number of ways: floors that contrast with walls will indicate the size of a room; handrails that contrast with the wall indicate their location; and doors that contrast with their surrounding indicate their position and help wayfinding.

Improving the visual contrast in a school should be considered when carrying out maintenance or refurbishment work – for instance when painting walls and doors, or renewing floor finishes.

C OG

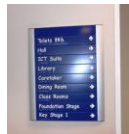
- 9.5 For people with good vision, differences in colour and colour intensity provide adequate visual contrast. However, this is not the case for everybody with vision loss. The light reflectance value (LRV) of a colour is used by professional designers to identify those colours which adequately contrast against other colours. The combination of colour, tonal and visual contrasts between surfaces and objects placed on them such as switches and litter bins is good in this School and ceilings are finished in light colours.

- 9.6 Movement and travel for people who have reduced vision is challenging and extremely tiring. The ability to judge distance, depth and speed is often compromised and therefore the need to negotiate busy, cluttered and unpredictable environments can increase stress, diminish concentration, learning and social opportunities while also increasing accident risk.

- 9.7 All the floor surfaces are suitable and easy for a wheelchair to manoeuvre.

- 9.8 The means of escape are clearly visible from both a standing and seated position.

### Wayfinding and Signage



- 10.1 As well as having an entrance that is easy to identify, circulation layouts should be clear and easy to understand. Signage and other means of orientation are invaluable for visitors and new students, particularly people with sensory disabilities, autistic spectrum disorders, speech communication and language needs, or learning disabilities. Signage is needed so people can use a building and to make orientation easy. Mossley CE Primary School requires more directional signage incorporated into the inside of the buildings. An example is shown here.

Review internal signage and add more directional signs such as the one shown here.

B M

Everyone firstly identifies a sign by its shape rather than by recognising each individual letter. This is particularly so for the visually impaired person or someone with learning difficulties. As a result signs which use uppercase text can prove very difficult for the users to read and the words will have no shape.

- 10.2 Ornate fonts can make signs very difficult to read for the visually impaired person or indeed someone with learning difficulties such as dyslexia. As a result all signs but particularly signs giving key information should use a simple font such as Arial or Helvetica which should generally be of the sans serif variety. In order that signs can firstly be located and then read it is important that signboards are well contrasted to their background. Arrows can be useful to signs but they can also be very confusing if not applied correctly. In general, signs should be designed so that arrows directing users to the left, up or down are set to the left hand side of the lettering. Arrows directing to the right should be to the right hand side of the lettering. As this is the Standard method, any sign adopting a different approach may prove confusing for the visually impaired person or someone with learning difficulties.

Signs in uppercase are a No . Constantly review your signage to ensure the criteria are being met. "signs should form part of an integrated communication scheme that gives clear directions, information and instructions for use of a building" – BS 8300:2001. Tactile signage makes visual information accessible to blind and partially sighted people.

- 10.3 Accessible maps and signs ensure blind and partially sighted people can find their way around your School. This is a legal requirement to make sure your signage doesn't exclude people from accessing your School. Any new signs should be designed to meet the requirements of the Sign Design Guide. This is published by the JMU & Sign Design Society.

It is inclusive to incorporate tactile signage into all new signage.



- 10.4 Classroom doors have all been signed in a uniform format with the year group and the teacher's name. School Room Signs & Classroom Signs help students quickly and easily find the correct rooms. Room Signs help students & teachers know where they are going. These signs are especially important for children with SEND. Signage and other means of orientation are invaluable for visitors and new students, particularly people with sensory disabilities, autistic spectrum disorders, speech communication and language needs, or learning disabilities. Raised letters, Braille, and visual contrast on signs assist people who are blind or partially sighted. There are some emerging technologies that use GPS and other facilities within smartphones to provide wayfinding information to users in both visual and audible formats for large Schools. Most schools have their signage at an accessible level e.g. half way down the door ensuring that the numbers or letters are of a good contrast to the background. Backgrounds should be plain to allow best visual access.

- 10.5 Below are some examples of signage from other Schools which show the incorporation of tactile signage.



- 10.6
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These are some examples of signage at other Schools. Incorporate tactile signage in all your future signs.

11.1 Mossley CE Primary School is a mixture of semi-open plan areas and traditional classrooms. The surrounding grounds contain lawns, gardens, two tarmac playgrounds, extensive playing fields and overlooks Congleton Edge. Since the last audit in 2013, the school has had an extension of a further year 6 classroom added on which is on an upper floor. There are further plans for developing the front entrance area and installing an accessible car park space.

11.2 The classroom is the most common type of room in a School building. An appropriate classroom environment is important for successful teaching and learning and for ensuring that all students can participate equally in classroom activities. It is important that all students can circulate freely around the classroom, and can access storage areas, equipment, sinks, sockets, and so on. The provision of ample space and level access is important for those using assistive devices, such as wheelchairs, crutches or canes. Worktops and sinks should have knee space underneath to allow a wheelchair user to use them comfortably. Anti glare film is recommended on windows in areas which visually impaired children use frequently. This is due to photosensitivity further reducing vision, ability to judge speed and distance and also causing eye pain and headaches.

11.3 Students with emotional, psychological or mental health issues may need more space around them, or they may need access to quiet rooms to allow them to refocus. In some cases, they may need spaces that allow for engagement with a number of adults at one time. Appropriate use of lighting and colour can help to create a calming environment. Students who have intellectual or learning disabilities will benefit from a design approach that reduces visual and auditory distractions. Distractions can arise from other students passing through nearby corridors, or from noisy sports or music activities, or from external distractions, such as buses or grass cutting.

11.4 Students who have difficulties with remembering and concentrating will also benefit from reduced distractions. They may need access to assistive technology (such as a laptop computer with specialist software) to help them to manage their learning processes. Students who have speech disabilities may need alternative ways to communicate with their teachers and their peers. Classrooms designed to facilitate the use of computers with assistive technology can be very helpful in meeting and supporting these needs. Requirements include appropriate desk space, power points, and network connectivity (fixed or wireless). A suitable acoustic environment that avoids or reduces noise distractions will also be helpful.

11.5 The acoustics in classrooms are important, as children have proven that poor acoustics will make it more difficult for all pupils to understand the teachers voice and may actually shorten attention span. For deaf or hard of hearing pupils, this will be particularly the case, with room acoustics having a significant effect on that pupils ability to hear and understand the teacher. Whilst the SEN framework may provide auxiliary aids to help deaf or hard of hearing pupils to communicate with the teacher, good room acoustics will greatly assist this and may even prevent the need for such aids in the first place. In practical terms, using soft furnishings, carpets, or sound-absorbing notice boards may help to reduce the reverberation time in a classroom. Where sound-absorbing floor and wall finishes and fittings may not be appropriate for maintenance and durability reasons, providing a sound-absorbing ceiling may be more appropriate.

- In a School with a good acoustic environment, people will experience:
- good sound quality – enabling people to hear clearly, understand and concentrate on whatever activity they are involved in;
  - minimal disturbance from unwanted noise (such as from activities in adjacent areas, teaching equipment such as data projectors, ventilation fans or road traffic).
- 11.6 In classrooms, class bases and other areas used for teaching, this will allow teachers to communicate without straining their voices. In some types of spaces, such as music rooms, recording studios, open-plan areas and rooms where pupils with hearing impairment are taught, there are additional requirements that may require higher acoustic standards than those for normal class bases.
- In complying with the School Premises Regulation on acoustics, regard should be had to Acoustic design of Schools ( revised in 2012). This replaces Section 1 of BB93 and sets out performance standards in terms of:
- 11.7
1. adequate sound insulation of internal walls and floors to minimise disturbance from sound generated in adjacent areas;
  2. appropriate reverberation times (RT) to suit the teaching and other activities planned to take place in each space. Reverberation time measures how 'echoey' a particular room is. A relatively short RT is needed in most teaching and learning spaces not only to ensure that speech, including teachers' voices, is clearly heard and understood, but also to control the build-up of occupancy speech noise. Some spaces, for example some types of music room, require a longer RT;
  3. suitable indoor ambient noise levels to enable clear communication. Suitable indoor ambient noise levels will vary depending on the activity taking place. Some noise sensitive activities, such as listening to music or learning a language, are less tolerant of background noise, as are rooms used for teaching pupils with hearing impairment and some other special educational needs; and
  4. adequate speech intelligibility in open plan areas to avoid disturbance from adjacent activities and to ensure that the wanted speech can be understood.
- 11.8 Soundfield systems may offer some benefit to students with mild hearing loss who don't use hearing aids. The classroom will be fitted with speakers in the ceiling or walls to ensure that the teacher's voice is heard clearly throughout the classroom. Soundfield systems differ from traditional public address systems by making the sound clearer, not louder. Portable soundfield systems are available that can be moved between classrooms as required.
- In existing Schools, management solutions can help to reduce problematic background noise and improve acoustics. Solutions include keeping windows closed; using window blinds; putting rubber caps on chair legs; and using soft materials on walls, ceilings and other hard surfaces to reduce echo. Tablecloths, mobiles hanging from the ceiling, and wall displays using soft materials can all help to reduce echo. If these management solutions are not sufficient, expert advice should be sought in relation to the installation of suitable sound insulation.
- 11.9
- At Mossley CE Primary School, they believe that all children have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of School life. The curriculum is not only the subjects on the timetable, but all other learning experiences students encounter whilst at school. These include activities, competitions, visits, speakers, team games, opportunities to learn musical instruments, opportunities to take on responsibilities, etc.
- 11.10



- 11.11 In the School, there are tidy, well maintained classrooms with bright cheerful displays which celebrate pupil's work. All departments provide a well-resourced and stimulating learning environment.
- Furniture layouts in the classrooms have been carefully planned to ensure space at the entrance and access to key facilities such as the whiteboard, storage areas, and practical zones. An 1800mm turning space at these areas has been maintained and a preferred circulation width of 1200mm for movement between them. A minimum of 900mm circulation width is available on all routes. This space is based on the requirements of wheelchair users, but will also benefit a range of other users.

Visual timetables are in use in several of the classrooms. A visual timetable or timeline uses pictures to break down steps of a task or a routine throughout the day. It is like us using a diary, following a recipe or making a list using pictures instead of words. Visual timelines can help children in lots of different ways:



- 11.12  Children with difficulty understanding language may benefit from visual timelines because of the extra time they allow them to think. When we talk our words disappear quickly and children have to remember and work out what we have said. As pictures don't disappear, your child can look at them and take in the information at their own pace.
- Visual timelines can also help support any child who is anxious, perhaps because they are going somewhere or doing something new, or don't understand routines. They are reassuring for children who need to know what is going to happen next in a task or routine so that they can anticipate this.
- Many children learn better when they have pictures to help them. Lots of children are visual learners which means they learn by seeing things rather than listening. Therefore, visual timelines build on your child's strengths to support other areas of learning that they are finding more difficult.



- Well planned working walls can:
- Support independent working and learning: think of the Working Wall as an extra adult in the classroom. It can help support children who become stuck and direct children to new tasks when they have self-assessed that they have successfully finished an activity.
- 11.13 Support whole class and guided group teaching: models and images, key vocabulary and useful prompts are displayed and referred to by the teacher to support children in their understanding.

Celebrate success in Mathematics/Literacy: examples of successful work and photographs of children working successfully should be displayed to show that work in Mathematics/Literacy is valued, and to support learning. It is also a good idea to allow children to make contributions to the wall; post-it notes are an ideal resource for this.

- 11.14 What could a Working Wall include?  Objectives of the current unit (i.e.: 'This week we are learning.....'); This will change as the unit of work move on;  Targets;  Key S2S;  Models and images linked to an objective or target;  Key vocabulary/Mind maps;  Practical mathematical resources linked to an objective or target;  Examples of children's work linked to an objective or target (building up to eventual completion) – guided/independent;  Photographs of children working;  Child selected activities that they can borrow from the working wall to support or extend learning;  An opportunity for children to interact with the display e.g. through responding to a 'Problem of the week' by attaching sticky notes to the display, or exploring relevant practical resources.

11.15 While spending time with schools over the last year, I'm delighted to see so many brilliant Working Walls in use. At Mossley CE School, they are innovative and interactive. There is more to 'working walls' than you might think - with a little ingenuity, teachers can use them for any subject and age group. Fully inclusive classroom environments can both support and enrich the learning of all children. As well as being vibrant and welcoming, the classroom environment can be a learning tool, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment. The classroom environment is one of the most potent teaching aids in our class. It should be visually stimulating and lively and should help to develop and engage children's learning. All classroom environments should provide the following at an appropriate level for the age of the children working in the classroom (List A). The following will also be used within lessons to support teaching and learning. List B represents what is desirable. Although it is extremely important that our classrooms remain individual (who wants to see classrooms that look the same?).

11.16 LIST A - Working walls, Prompts, ideas and good examples of work that can be generated during lessons are displayed and referred to, to support future learning; Children's work displayed; Wall for Science, Discovery Time (topic); Children's targets displayed/in their books/sent home to parents; Next steps for learning/WAGOLL ('what a good one looks like') – what t do children have to be able to do to get to the next stages in their learning. These can be on tables, walls and/or white/Smartboard; Learning Objective clearly displayed ; Steps to success on the AfL proforma/IWB, Self and Peer Assessment on AfL proforma/cards displayed to help prompt staff; Names on children's trays; Class Charter; Clear and visual Big Writing display- to include the entire punctuation pyramid and examples of vocabulary (wow words), connectives and openers. Key words and subject-specific/technical vocabulary displayed and discussed for a variety of curriculum areas. Please note, these needs to be updated regularly to ensure vocabulary links to an appropriate learning context (this was an Ofsted Priority); Key questions are displayed and referred to in lessons; X Table grids, Number lines (again differentiated for year group); Alphabet/sounds/phonics/blends displayed; Visual timetable (particularly important for SEND pupils); Motivation display (i.e.: 'Stars of the Week/Golden Time points/Team Points, etc); Rocket behaviour board; Exciting and enticing reading corner.

11.17 List B (desirable)  
Plants; Birthdays; Posters - taking account of children's interests; Class monitors.....Notice board with groups on.



11.18 Children with mobility difficulties can sometimes have difficulties using lockers or cloakrooms. Problems can arise with:

- the height of coat hooks
- the type of lock used on the locker
- the capacity of the locker to store mobility aids or assistive technology
- the space available around the locker

The coat hooks in the school have all been fixed at the correct height. If you admit a visually impaired pupil, we suggest they be offered an end coat hook at an independently accessible height.

If you admit a visually impaired pupil offer an end coat hook at an independently accessible height.

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Lighting has a significant impact on the ability of students to concentrate and learn in comfort. Controllable lighting systems, which can increase or decrease light levels in particular parts of the classroom, are very helpful for students with disabilities. It is important that lighting levels are reasonably consistent, so students do not experience wide variations in light levels when moving their vision from their own desk to the teacher. Lighting should take into account the different needs of all students. Students with vision loss need good lighting levels to enhance their sight, and may require additional lighting for certain tasks. Deaf and hard-of-hearing students need clear visibility for lip-reading. Some students may be particularly sensitive to glare. Therefore, it is important to be able to control the sunlight entering a space by installing suitable blinds. Blinds and curtains in classrooms have been installed to reduce glare. (Important for lip-reading) Individual adaptations are made at Mossley CE Primary School for specific pupils e.g. chair supports and individual work stations where necessary.



11.19

The Internet is an essential element for education, business and social interaction. Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils, and so the School has a duty to provide pupils with quality Internet access as part of their learning experience: ICT is made easy and fun in classrooms equipped with the latest interactive technology which encourages students to search, explore, investigate and make decisions using ICT.



11.20

Additionally all classrooms have internet access. Technology is used as a resource and learning tool. It prepares children for life in the environment beyond School. The School is fortunate in being able to provide a wide range of ICT opportunities. Most of their classrooms have interactive whiteboards. The children thoroughly enjoy using the interactive whiteboard to enhance their learning. These allow teachers access to an enormous range of resources to enliven and support their teaching. Specialist software makes it possible to create flipcharts, whilst internet links enable photographs and video clips to be included. The boards can also be used for subject based software, giving the children opportunities to support their learning in a fun and interactive way.



11.21

Internet access makes researching topics easy for both children and adults. Internet access is always under supervision and sites used closely monitored. County server software filters sites and blocks inappropriate use. The children are taught the need for safe and sensible use of internet resources. ICT provision is continually being considered and improved to enable Mossley CE Primary School to keep up to date with fast changing technological developments. All of their teachers and learning support assistants have received training to ensure that the children receive the highest possible quality teaching and learning in ICT.

11.22

At Mossley, they believe that sport is an imperative part of the development of all children. They strive to encourage positive attitudes in all of their pupils so that they understand the key concepts of sport: the hard work and dedication required to develop skills; the team work and responsibility needed to work effectively; the mind-set and attitude to rise to challenges; the spirit and fairness in which they should compete; and the drive and desire to compete effectively, all of which are underpinned by the most important aspect – enjoying the sports they are participating in. These transferable skills can be used in a whole host of situations and therefore, they hope the impact that they have not only helps their pupils succeed in sport, but achieve great things in all forms. 'Believe, succeed, achieve' is their school mantra. This is an attitude that they embed within lessons so that their children have a growth mind-set when facing challenge. They believe this helps to prepare children mentally for the demands of sport. There are a number of opportunities for students to excel both in curriculum and through extra-curricular activities, both as a participant and as a leader. Students continue to participate in clubs after school and in the evening. The more active their young people are now, the healthier they will be in later life.



11.23

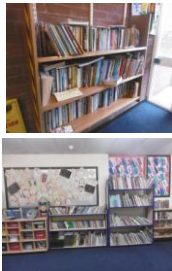


They welcomed the continued funding from the government and have used this money to improve the provision of PE

- Deliver inspiring and motivational opportunities
  - Provide high quality sports coaching (curricular and extra-curricular)
  - Provide excellent equipment and facilities for children to benefit from
- 11.24 • Participate in as many competitions as possible: inter / intra both locally and nationally.  
Each year, the government provides sports premium funding so that schools can provide extra resources to develop the implementation of Physical Education in schools. At Mossley, they aim to use this money to achieve all of the objectives set out above. This year (2016-17), they have been allocated £9650.

There are no barriers for any children with SEND for their activities in school. They actively encourage children with SEND to take part fully in the life of the school. They are a fully inclusive school and encourage all of their children to access their excellent lunchtime and after school clubs.

- 11.25 There are so many clubs that children can chose from. Staff run a wide variety of activities at lunchtime and after school on a voluntary basis. Children are offered many opportunities to attend clubs, which are sporting, intellectual, musical, social and creative in nature.



The Equality Act 2010 states that as well as there being access to the School building and to the curriculum, all children should have access to the written word. Pupils need to develop appropriate learning strategies and become independent and lifelong learners. School libraries are the cornerstone to this process. Libraries empower pupils, not only by supporting the teaching and learning in the School, but by giving them the freedom to make their own choices about reading and learning experiences.

- 11.26 Mossley CE Primary School has a library, which is fully accessible to all pupils in the school and there are books in every classroom. Book corners should be inviting, stimulating places to learn to read and learn. The use of soft fabrics, cushions and plants can 'soften' the area making it more inviting. The use of key questions, interactive author focus displays and displays of featured genres can all enhance the learning experience for pupils using a book corner well. Any books in poor condition should be removed from book areas and reported to the head teacher.

There has been a programme of continuous growth and improvement and updating of classrooms and facilities in the School and this is ongoing. The School has put much thought into accessibility. They have made many improvements to access to their site for pupils with mobility difficulties or wheel chair users. They are constantly reviewing this situation. The site is very accessible and even though the new classroom is up the stairs, there is an alternative year 6 classroom on the ground floor.

- 11.27

This School could easily accommodate a child in a wheelchair, or a sight/hearing impaired child or a child with most other disabilities.

### Curriculum

Mossley CE Primary School firmly believe that a good, solid education, resulting in the best possible qualifications, will provide their pupils with choices for their future. They aim for their students to leave Mossley CE Primary School as confident, resilient, readily employable young adults. The School has "high expectations of its students and seek to expand their horizons" including giving them a good understanding of their own community, as well as global society and culture. They provide a stimulating and enjoyable curriculum that meets the needs of every student, allowing students of all abilities to be successful. They also provide a disciplined, caring, fair and moral environment with recognition of both individuality and equality of opportunity which allows full personal and social development. Their aim for mutual respect and good relationships between students and between staff and students. Students are given responsibility and are made to feel valued.

- 12.1

Their aims for their curriculum are :

- To provide a broad, balanced, and differentiated curriculum that will develop their emotional, physical, social, academic, creative and spiritual growth.
- To provide a stimulating environment.
- To put opportunities for learning into suitable contexts.
- To provide opportunities for first-hand experiences.
- To establish an environment in which teachers, parents and the community can work with each other as partners for the achievement of these aims.

12.2 They believe that children learn best in a happy, secure, inclusive and stimulating environment. They provide an exciting curriculum which is well planned and taught by a highly motivated and well trained staff.

The continued support of parents, the dedication and hard work of staff and the care and concern shown by the governors of Mossley School will, they hope, ensure that their school continues to prosper and maintain its excellent reputation of which they are all justly proud.

12.3 Through their Christian ethos, allied to the commitment and dedication of high-quality teaching and support staff, they focus on the development of the whole child. They aim to open imaginations and offer an environment in which lively, inquisitive and creative minds flourish. They endeavour to develop lively, enquiring minds able to investigate, analyse and solve problems. They provide opportunities for children of all abilities to acquire a wide range of knowledge, skills and practical abilities, as well as developing self-awareness and sensitivity to others. Mossley endeavours to promote an environment which is well ordered and encourages self-discipline and respect for the views, opinions and property of other people. Considerable emphasis is placed on the traditional values of courtesy, good behaviour and appearance, and children taking responsibility for their own actions.

Mossley CE Primary School has an established S.E.N policy and adopts a 'whole School approach' to special educational needs. All staff work to ensure the inclusion of all pupils.

Mossley CE Primary School aims to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in a main street setting wherever possible.

12.4 The Special Educational Needs Co-ordinator (SENCO) and the rest of the Learning Support Department work closely with the Pastoral Team and Curriculum Areas Team to ensure that the individual needs of students are met.

The four broad 'areas of need' are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

Within this range of needs there is a graduated response within the School.

12.5 They provide support for all types of SEN and Disabilities, and some of their children have statements or an EHCP (Educational Health Care Plan). It is the school policy to enable all pupils to access a broad, balanced and relevant curriculum. Each child is encouraged and supported to develop their ability and skills to the full. Children identified as needing additional support or help which goes above and beyond quality class teaching and differentiation will be offered additional and personalized support. The new SEND documentation which came into effect in September 2014 is available on their web site. The SENCO is Mel Schofield (B Ed Hons Applied Education, PGCE NASENCo award, PGCE Specific Learning Difficulties - Dyslexia)

- Where students who have a need in one or more areas that could impact upon their progress teachers will be notified of this and will adapt their lessons to meet their needs. Curriculum areas or the SENCO may implement additional intervention in a small group or individually to address any more significant issues. Parents and carers will be informed of these interventions and receive feedback upon their impact.
- 12.6 Students that have been provided with high quality differentiated teaching and short term support, who's needs prove to be more significant and sustained, may be offered Special Educational Provision (SEP) in lessons or in small groups. SEP is organised through a process of planning, implementation and review with the SENCO and parents or carers.
- 12.7 It is the philosophy, policy and practice of the School to include all pupils in the National Curriculum. Therefore, regardless of their ability, they will have access to all areas of the curriculum and adjustments made where necessary to enable them to be included. In order to meet children's individual needs within the framework of the National Curriculum, collaborative planning between all those working with the child is essential and where pupils are withdrawn for additional support, they will still follow the National Curriculum framework. They present positive images of disability. They try to integrate disability images into all aspects of work including classroom displays and where there is an absence in published materials they will comment and discuss. They ensure the images in text books, wall displays, books in the library, reading books, videos and films used in the School do not reinforce the negative stereotypes of disabled people. They challenge the questions of negative stereotypes as they arise. They are aware of the language they use and they will challenge language, which is offensive, derogatory or upsetting in any way. At Mossley CE Primary School, they want to ensure that discussions and programmes of work involving aspects of disability and equality become an integral part of the curriculum.
- 12.8 All of their SEND children have access to before School, lunchtime and after School clubs at various stages, which develop engagement with the wider curriculum. Where it is necessary, the School will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. They are proud of all their children, whatever their level of need or their attainment. They look at the progress of each child, not just in the academic subjects but in their confidence and ability to interact with others. They take note of the way they mature and how they communicate their feelings and needs. They want their children to leave them as articulate, well-mannered and sociable young people who can live in harmony and show tolerance in the wider world. They want them to know what will help them become successful learners so they can reach their potential, whatever that maybe and above all they want them to feel happy about what they can achieve and strive to do their best.
- 12.9 Mossley also identifies those children who are extremely able in one or several subject areas as quickly as possible. Within lessons, their learning is challenged with higher expectations and more demanding tasks and they also provide additional opportunities for High Attainers to develop their creative and leadership skills.

- 12.10 The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in their community is valued and diversity celebrated. Mossley is staffed by a team of qualified teachers and teaching assistants. The School provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.
- All areas of School life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil lifelong learning aspirations for everyone through a range of activities which are fun and enjoyable.

- 12.11 At Mossley CE School, they support and value the abilities of all their pupils. It is their duty to provide equal opportunities for every person in their care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. They are committed to inclusion within the school curriculum and participation in all aspects of school life. They provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. They aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

**Internal Stairs and Steps**



- 13.1 The school has one internal staircase which leads up the new Year 6 classroom. The stairs have nosings. The treads and risers on the stairs are all the same height. The lighting on the stairs is free of shadows and when measured a maintained illuminance of 100 lux was achieved. Handrails have been fitted and these contrast well against the walls. (People who have difficulty negotiating changes of level need the support of handrails. Consideration has been given to the provision of a second (lower) handrail set at 600mm on stairs for use by children and people of short stature. The handrails are easy to grip and provide good forearm support for people who are unable to grip. They have been configured with a positive end to reduce the risk of clothing being caught on the ends of rails. Surfaces such as hardwood or nylon coated steel are recommended in preference to surface materials that are cold to the touch.) With nosings, the aim should be to ensure there is a good contrast with Stair Nosing on the steps – at least creating a positive ladder effect in order to clearly identify each step.

Highlight the start and end of the staircase with marking tape or different coloured carpet tiles. This will greatly assist a sight impaired person. Highlight handrails at both top and bottom to give a clear visual marker

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**Internal Ramps**

- 14.1 N/A

**Internal doors**

- 15.1 Classroom doors in the School are wide enough and all desks and chairs are moveable allowing a wheelchair user to be fully inclusive. Mossley CE Primary School is a mixture of semi-open plan and traditional classrooms so not all classrooms have doors.
- 15.2 No unnecessary doors were identified during the survey and doors are suitably contrasted against their surroundings. According to BS 8300 - Colour and luminance contrast should be used to distinguish the boundaries of floors, walls, doors and ceilings, e.g. if the architrave is the same colour as the door but a different colour from the surrounding wall, it may outline the opening for some visually impaired users when the door is open.



15.3 Where needed, doors have been fitted with vision panels so people can see each other either side of the doors.

15.4 They are all distinguishable from their surroundings. Internal doors require a strip or sign at 900mm to 1500mm if they are glazed.

15.5 The glass doors were clearly visible when closed.

15.6 A door opening of 750mm minimum is required to all internal doors and the openings of the doors are sufficient width for wheelchair users in the School.

15.7 There is adequate space alongside the leading edge of the doors for a wheelchair user to pass through. A space of 300 mm should be provided alongside the leading edge of the door to enable wheelchair users to reach the handle. The Department of the Environment Part M Technical Guidance Document notes the importance of a 'leading edge' at every door. This is "an unobstructed space of at least 300mm between the leading edge of a single leaf door (when it opens towards you) and a return wall, unless the door is opened by remote automatic control. This enables a person in a wheelchair to reach and grip the door handle, then open the door without releasing hold on the handle and without the footrest colliding with the return wall".



15.8 Door controls are at a suitable height. All door furniture and fittings are 1000mm above floor level. Switches are the large touch plate type and most of the door handles the D-shape variety. All door furniture and fittings are in contrast to their background.

15.9 All the door closers are BS compliant.

15.10 Doors present some of the most common accessibility issues. They may be too "heavy" and require too much force to open. Heavy doors are especially difficult for people with disabilities and seniors with limited upper body strength and/or skills in using their hands. They may close too quickly for some people to pass through easily. People who move slowly or use mobility devices like wheelchairs or walkers may not be able to pass through fast enough. Luckily, these common problems can often be resolved by simply adjusting door closers.

Make frequent checks on all doors in the School and adjust when necessary.

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15.11 Doors which are propped open require well contrasting markings along their narrow edges. On predominantly glass doors, put a contrasting label or poster on them which will give a visual clue and help with the warning of the approaching hazard and judgement of distance.

Mark propped open doors with well contrasting markings along their narrow edges. Label glass doors with posters or decorative designs.

A N

### WC's general provision

16.1 Suitable toilet and washing facilities must be provided for the sole use of pupils, having regard to their age, number, sex and any special requirements they may have. Where the facilities are for disabled pupils, they may also be used by staff and visitors who are disabled. The Education (Academy Premises) Regulations stipulate that there should be at least one toilet for every 10 pupils under five years and one for every 20 pupils over that age. In special Schools, the minimum provision is one toilet for every 10 pupils, irrespective of age. Staff toilets must be separate from those for pupils. Whilst the number of toilets for staff must be "adequate", the regulations do not specify a minimum provision.

16.2 Schools must have separate toilet facilities for male and female pupils aged 8 or over. Exceptions may be made for facilities for disabled users and for unisex toilets - those which are designed to be used by one person at a time and have doors that can be secured from the inside.  
If toilets are poor in Schools, children are reluctant to use them, with many trying to hold on all day until they get home.

16.3 Controls in toilet facilities should be easy to understand and use. Door handles, cubicle latches, taps, and flushing mechanisms should be operable with a closed fist. The operation of these items should be uncomplicated. For the visually impaired person it is very important that fittings and items of equipment are well contrasted against their background so that they can be readily identified. When fittings such as basins, hand dryers etc. are poorly contrasted this can make it very difficult for the visually impaired person to use the toilet.

16.4 Mossley CE Primary School meets the required criteria for provision of toilets. All the toilets have slip resistant floors throughout.



16.5 Push button taps or lever taps are more suitable in wash rooms. The best taps on wash basins are non-concussive taps, which are self-closing taps. The main difference between self-closing taps and other taps is the fact that they turn themselves off after a set period of time. It also reduces the risk of people leaving the tap on and flooding the area. For the visually impaired person it is very important that fittings and items of equipment are well contrasted against their background so that they can be readily identified. When fittings such as basins, hand dryers etc. are poorly contrasted this can make it very difficult for the visually impaired person to use the toilet.  
Not all of the taps in the washroom facilities in the School are push button or lever taps.

Change taps in bathrooms, where needed from turn taps to push taps as part of your ongoing maintenance programme.

C M

16.6 The Workplace (Health, Safety and Welfare) Regulations 1992 cover the supply of toilets and washing facilities for staff. The Health and Safety Executive (HSE) has a code of practice based on the law that explains the full requirements. Employers should arrange for separate facilities for men and women. If this isn't possible, toilets and washing facilities must have locks. These ensure privacy and security. The locks and handles must be simple to use. Toilets and washing facilities for staff may also be used by visitors. They should be separate from those provided for pupils, except where they are designed for use by those who are disabled.

16.7 The requirements for medical and therapy rooms enable pupils that are ill or injured to be looked after appropriately, and for therapy to be offered to those with special educational needs or disabilities who need it. In mainstream Schools this may involve assistance from visiting specialists, such as a physiotherapist or speech therapist. Some therapy can take place in a teaching space or in a small quiet room, such as an office. The dedicated accommodation can be used for other purposes, except teaching, so long as it is readily available for medical use when needed.

16.8 Most disabled toilet users, and certain mobility impaired users will require additional space and equipment in order to be able to transfer onto and off a WC pan. Without the extra space and equipment it will prove completely impossible for disabled person to use the toilet. Therefore it is clearly discriminatory to provide standard toilets without providing an accessible alternative.

Ideally an accessible toilet should be provided wherever standard toilets are fitted but this may not always be practical or reasonable..

Each toilet for disabled pupils should contain one toilet and one washbasin, and possibly a shower or other wash down fitting, and have a door opening directly onto a circulation space (other than a staircase) which can be secured from the inside.

- 17.1 Where possible, the number and location of accessible toilets should be sufficient to ensure a reasonable travel distance for users, avoiding changing floor levels. As a guide, a maximum travel distance of 20-25 metres is recommended for Schools. (The Education Act 1996 places a duty on the Secretary of State to prescribe standards for the premises of all maintained Schools in England and Wales. The previous standards were set out in the Education (Academy Premises) Regulations 1999 (SPRs) and they applied to all existing and new Schools maintained by a local authority.)

- 17.2 Mossley CE Primary School has one accessible toilet.



- 17.3 The door has been signed indicating an accessible toilet and the approach to the toilet is free from obstructions.



- 17.4 Toilets should have emergency call systems within easy reach of the toilets. A pull cord or a switch with large push pads is recommended and it needs to be signed 'pull in case of emergency'. Your toilet is not fitted with an alarm( which is best practice) An alarm should be fitted and then you should appreciate that whoever responds to the alarm maybe faced with a rather sensitive situation and may also be required to lift a relatively heavy person back onto the WC pan or chair. Therefore you should firstly have a procedure set down for responding to these alarms. Whoever it is charged with responding to the alarm should receive disability awareness and etiquette training and some form of basic manual handling training.

Fit an alarm to the disabled toilet. Normal alarm kits can be purchased at little cost and are easy to install. They normally contain:  
 :Pull switch: ceiling mounted pull with two 'G' pulls.  
 Reset point: reset button (and LED) to reset calls locally.  
 Light/sounder: Overdoor triangular lens with integral sounder to attract attention.

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Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.

- 17.5 The minimum accessible toilet provision usually includes providing larger-than-standard-sized cubicles with grab rails in separate sex washrooms for ambulant people with disabilities. It also includes providing separate unisex wheelchair-accessible toilets. Unisex accessible toilets are designed with extra space and fittings to allow for independent use by wheelchair users. These are also commonly used by people with other mobility disabilities and vision loss. Providing a unisex cubicle with separate access allows for assistance to be provided by an assistant of either gender.

- 17.6 Controls in accessible toilet facilities should be easy to understand and use. Door handles, cubicle latches, taps, and flushing mechanisms should be operable with a closed fist. The operation of these items should be uncomplicated. Fittings should contrast with the wall colour.

- 17.7 The hand washing and drying facilities should all be within easy reach of someone seated on the WCs. A person should be able to wash their hands before transferring back on the wheelchair from the WC. The basin fittings should all be suitable for people who cannot grip. There needs to be contrasting coated grab rails and hand rails and a rail on the back of the doors. Disabled toilets should not be used for storage as this will prevent manoeuvring of wheelchairs into position for frontal, lateral, angled and backward transfer both unassisted and assisted.

17.8 The location of the disabled toilet should be clearly signed. As a result of their condition or injuries a number of disabled people will have incontinence issues. As a result it is very important that accessible toilets can be quickly and easily located. Most of your pupils should be able to familiarise themselves with toilet positions but this will not be the case for visitors so it is recommended that the position of your accessible toilet is well signed.

Provide signage showing the location of the accessible toilet.



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17.9 The accessible toilet should have coat hooks provided and a mirror. This is a minor item but we do recommend that coat hooks at 1400mm and 1050mm above floor level are made available to wheelchair users and an ambulant disabled person.

Install and ensure that the coat hooks are at a suitable height, in your accessible toilet, so that it can be easily reached by a person in a wheelchair. Install a mirror at the correct height.

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### Kitchen and Dining Area, Staffroom



18.1 The pupils at Mossley eat their lunches in the school hall. These are prepared on site in their purpose built kitchens. Where dining, eating or food preparation facilities are provided; care should be taken to ensure that all students and staff members can safely and independently use the facility. Dining environments should not be viewed as purely functional but should be structured to facilitate social interaction and inclusion with peers.

- Tables should be accessible to wheelchair users
- Aisles should be wide enough to allow students carrying trays to safely pass
- Self-service shelves and dispensers for cutlery and condiments should be within reach of wheelchair users and people of small stature.
- Tray slides allow trays to be rested while moving along a counter. These should be continuous to reduce the chances of dropping trays, and have knee space underneath to accommodate wheelchair users.



18.2 The government have issued new food-based standards that have been introduced both at lunchtimes and at break times for Schools and the new standards have made much clearer what Schools can and cannot provide for their children in School. Last June, the school introduced a new and exciting menu with an interactive way to book child/children school meals. They are offering a wider daily variety including hot meals and cold Deli choices from their upmarket Deli bar. Children are required to choose a meal choice at home together with their parents. The school hopes that this will help speed up the dinner time routine giving the children more time to play with a wider choice and variety.



18.3 At its most basic, every School is required by law to provide essential amenities such as toilets, wash stations and clean drinking water for staff. Most employees also hope to find additional facilities such as a cloakroom and somewhere clean to eat and drink during breaks. Mossley CE Primary School provides a large, well equipped staff room. There are washing facilities for staff and a means of heating food or water for hot drinks. There are no seats with arms available in the staffroom.

Provide at least one seat with arms in your staffroom.

B N

### Means of escape

19.1 Schools must comply with the Regulatory Reform (Fire Services) Order 2005 to ensure that they have adequate fire precautions in place to allow the safe escape of all occupants in case of fire. Staff and students with disabilities should be able to evacuate a building promptly in the case of an emergency. Ensuring safe evacuation in an emergency is a complex issue, requiring consideration of a broad range of factors that it is not possible to cover in detail in this audit.



19.2	<p>Some areas for consideration include:</p> <ul style="list-style-type: none"> <li>• the use of both visual and audible alarm systems</li> <li>• escape doors with opening devices and opening forces designed to meet the needs of both students and staff</li> <li>• balancing personal dignity and independence with safety and speed of evacuation</li> <li>• the risk of using lifts or evacuation chairs to evacuate people with mobility difficulties down or up to ground level</li> </ul> <p>ensuring that evacuation chairs are suitable for the intended users</p> <ul style="list-style-type: none"> <li>• ensuring that emergency contact facilities inside lifts (phones or intercom systems) are monitored at all times that the School may be used</li> <li>• the needs of students who require personal care – for example, someone could be toileting with a carer when the alarm is raised or other respiratory conditions in particular the possible impact of smoke on everybody, particularly students with asthma</li> </ul>			
19.3	<ul style="list-style-type: none"> <li>• the use of zones and compartmentation to support phased evacuation of the building</li> <li>• the use of vibrating alarms or other assistive technologies to raise the alarm for staff or students who are deaf or hard of hearing</li> <li>• the location of assembly points to be reachable by all students</li> </ul> <p>• Personal Emergency Evacuation Plans (PEEPs) for staff and students who may need assistance during evacuation</p> <ul style="list-style-type: none"> <li>• making students aware of evacuation procedures, which should be practiced regularly throughout the School year.</li> <li>• need assistance during evacuation</li> </ul>			
19.4	<p>The School building is fitted with an audible alarm system but no visual means of warning. This is a potential barrier to hearing impaired users but in terms of a pupil, this is a matter that can simply be managed as teachers will be responsible for sweeping all areas and ensuring all pupils are evacuated.</p>			
19.5	<p>People with disabilities can evacuate the building, and reach places of safety or refuge. Refuge systems must be provided where upper floors are made accessible. Each disabled pupil must have a personal emergency egress plan drawn up which would deal with any issues such as assistance in the event of fire. For further guidance as to such plans you should refer to personal emergency egress plans ( PEEPS) published by the northern access officers group.</p>	<p>Safe places of refuge need to be well sign posted and easy to access. The fire risk assessment should determine if this is the case.</p>	C	M
19.6	<p>Exit routes are regularly checked for obstacles and there were no obstacles on the day of the audit. Alarm systems are regularly checked by a qualified engineer. Fire doors regularly are checked by a qualified engineer. All fire doors are regularly maintained. The escape routes are clearly signed.</p>	<p>An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily</p>	A	N
19.7	<p>Staff members are trained in helping mobility impaired people evacuate.</p>	<p>Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required.</p>	A	N
19.8	<p>The places of refuge are large enough for the projected number of people likely to need them.</p>	<p>Train staff to assist in evacuation procedures. Awareness training maybe required</p>	A	N
19.9	<p>A fire risk assessment been carried out.</p>			



- 19.10 In the event of an emergency people with mobility impairments often get left behind and have to wait for the emergency services due to inadequate evacuation methods. In an emergency you may be faced with a high number of students and staff members looking to evacuate the School building quickly.

### Building Management

- School premises, that is a School's buildings and grounds, should be maintained to a sufficient standard such that, so far as is reasonably practicable, the health, safety and welfare of the pupils using them is ensured. In complying with this regulation, regard should be had to the provisions of all premises-related legislation including, but not limited to :
- The Health and Safety at Work etc. Act 1974
  - The Management of Health and Safety at Work Regulations 1999
- 20.1 • The Workplace (Health, Safety and Welfare) Regulations 1992
- The Control of Asbestos Regulations
  - The Building Regulations
- Accessibility should be a key consideration when routine maintenance is being carried out, as it often presents an opportunity to improve the accessibility of a building. For example, when handrails are being painted, the colour selected should ensure good visual contrast between the handrail and the wall.
- 20.2 The School annually reviews its site to ensure overall safety and accessibility of all aspects of the School buildings and site and makes an action plan for items which need to be updated – e.g.. lopping trees around the School.
- Good practice in maintenance routines include
- regularly cleaning paths to remove debris, such as leaves, ice and snow, and ensuring that they are clear of obstructions such as bicycles and motor cycles
  - ensuring circulation routes are kept clear of obstructions
- 20.3 • maintaining door closers to keep opening forces to a minimum
- ensuring accessible toilets are not used for storing cleaning equipment or other materials
  - using clear and legible signage
  - updating signage when the way the building is used changes
- 20.4 The external routes (including steps and ramps) are kept clear, unobstructed and free from surface water, ice and snow.
- 20.5 Windows, blinds and lamps were clean and in working order.
- 20.6 Mossley CE Primary School has a written policy on compliance with relevant health and safety laws which is effectively implemented. The School premises, accommodation and facilities provided are maintained to a standard such that, as far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

### Lifts and Stair lifts

- 21.1 N/A

### Outdoor Spaces



22.1

It is important that all students can access and use the external spaces in a School, so that they can participate in social and recreational activities. Outdoor space in Schools normally comprises a mix of hard surfaced and grassed areas. While grass may be a difficult surface for wheelchair users, access to grassed pitches can be provided using pathways or matting products. As well as areas for activities such as games and sports, quieter social spaces with seating should also be provided for students to use. Where playgrounds are provided, equipment should be carefully selected to ensure accessibility for all students, including wheelchair users, students who use crutches and walking frames, and those with hearing loss or vision loss.



22.2

Mossley CE Primary School has a good range of outside areas including grounds containing lawns, gardens, two tarmac playgrounds, extensive playing fields, trim trails and netball courts.



22.3

There is seating available outdoors for students. It is advisable to include some seating also suitable for a child in a wheelchair so they could feel more inclusive. Benches are available from certain suppliers which incorporate room for a person in a wheelchair to sit alongside their more able bodied peers, such as illustrated here.

**The head teacher is keen to carry forward the recommendations in this report.**

Purchase a suitable outdoor picnic table for wheelchair users.



**B**

**M**



### **Terms of this Equality Act 2010 Audit**

The audit addresses and recognises the requirements of the Equality Act 2010 (Disability Discrimination Act (DDA) 1995 and 2005). The report includes recommendations for required remedial actions and ongoing monitoring and control measures. Guidance is also referred to such as BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People - Code of Practice; along with other applicable sources where appropriate.

The content of this report is based on the information and access provided to the consultant 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 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.

### **PURPOSE OF AUDIT**

The purpose of the access audit is to assess how well a site performs in terms of access and ease of use by a wide range of potential users, including people with disabilities. The audit provides a certain "snapshot" of a building at one point in its life. As the starting point of an ongoing access action plan, it can be used to highlight areas for improvement as well as a general risk assessment.

The most obvious part of a building, which determines its accessibility, is the shell. Decisions made by the architect can fundamentally affect the accessibility for a long time.

When the building is fitted out, fixtures and fittings can be critical. Most do not survive as long as the building itself, and if deficiencies are identified, these can be included in the next potential refurbishment.

A building is next furnished and equipped, and at this stage many mistakes can occur. Furnishings are generally short-lived so opportunities for improvement tend to occur more regularly.

Finally, as the building is occupied, the way it is used and managed becomes crucial. Accessibility is affected when bad housekeeping exists causing tripping hazards or over-zealous polishing leads to slippery floors. Continual monitoring by management therefore has a considerable role to play.

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