



Schools Self audit form

To be completed in conjunction with your accessibility plan.

School name: Purbrook Infant School

Date: July 2018

Completed by: Lara Jelliff (DHT)

DfES number: 2167

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

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

We recommend you save a copy for your records.



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

Question	Location	Comments/notes/actions	Priority (H,M,L)
A1. What information do you provide for finding the school site and about facilities available for disabled people? Does your school brochure or web site include a map? Information for disabled visitors such as accessible parking? Accessible entrance? Accessible toilet? Induction loop?	Parents' information contained in prospectus / on website	Not currently included in prospectus and on website - school plan not accessible at present.	H
A2. Within the school site, are routes to the main entrance clearly signed? Signs should be consistent, clear and located where all can read them.	Signage at main entrance	Signage is clear.	—
A3. Are pedestrian routes to the main entrance safe and level, free from steep slopes, steps and barriers? Consider where paths need to cross roads. Are crossing points and dropped kerbs easily identifiable and clearly marked?		Yes - Crossing points are also clearly marked with dropped kerbs.	—
A4. Are paths on route to the main entrance clear of obstructions and at least 1500mm wide?	Front and rear access	Yes	—
A5. Are paths in good condition and free from loose materials, puddles and potholes?	Front path Rear path	Paths to main entrance have tarmac surface but there is some cracking.	M

Priorities:

High – urgent work is required to remove or overcome a physical or sensory barrier.

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

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



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

Question	Location	Comments/notes/actions	Priority (H,M,L)
A6. Is there adequate lighting within the car park and on pedestrian routes to the entrance?	Staff car park Pedestrian route	Additional lighting was added in 2008 when building work was done. Exterior lighting comes on automatically at dusk each day on path to main entrance.	—
A7. If the distance to the main entrance is greater than 50m are seating or rest points provided?	Distance to and from gate to entrance in excess of 50m	Further seating added would block pathway, however, a waiting shelter en route from back entrance has been installed, where parents can shelter in poor weather (standing) / or some wheelchair space	—
A8. External steps and ramps around the site. Do they have handrails to both sides? Are step nosings highlighted? Does the ramp surface contrast visually with the level landings? Is the ramp at least 1500mm wide?	Yes	Hand rails on both sides and some grab rails at doorways. Step nosings are highlighted but re-painting is required	M

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

Question	Location	Comments/notes/actions	Priority (H,M,L)
B1. What arrangements are in place for disabled drivers/visitors to park?		Shared, allocated space with junior school and signage.	—
B2. If there are designated parking bays or drop off points for disabled drivers/visitors, how close are they to the main entrance?	Near to front entrance	Within 50 yards.	—
B3. Are designated accessible parking bays clearly marked with clear signage?	Staff car park	Clearly marked bay.	—
B4. Are your gates locked or closed during the day? Do you have a car park barrier? If yes can you provide signage with school telephone so that visitors can call for assistance. Is this information on your website?	Gates closed / electronic entry system in place	Buzzed entry via school offices – some parents have discretionary access pre-agreed due to disability	—

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

Question	Location	Comments/notes/actions	Priority (H,M,L)
C1. Is the main entrance level, i.e. step free or with a 1:20 gradient or shallower?		Yes	—
C2. If there are any existing ramps or steps leading up to the entrance, can they be improved? e.g. handrails to both sides, step nosings, colour contrast, lighting.		Gentle slope and steps with hand rail either side. Yellow strip could be repainted to assist visually impaired.	M
C3. If steps are the only way to access the main entrance, is there an alternative step free entrance? This is the least ideal situation. Any alternative entrance should offer a dignified experience, and should be clearly signed and managed.		From car park area main entrance is accessed by gentle slope or steps.	—
C4. Is the main entrance easily identifiable against remaining building(s) by day and night? Is the entrance obvious, well lit and clearly signed?		Yes	—
C5. If there is a security control system or request assistance call button? Is it accessible from both a standing and seated position? Is it accessible to hard of hearing visitors and people who cannot speak?	Main gate Main door	At the main gate, this can be accessed from inside the car. At front door bells at standing and sitting accessible height.	—

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

Question	Location	Comments/notes/actions	Priority (H,M,L)
C6. How easy are your entrance doors to use? For manual doors, consider the door weight and type of handle and height of the door handle. If door weight exceeds 20 newtons can it be powered?	Main doors	Easy to access - automatic and buzz-in entry system. All bells at accessible height as well as hand rails.	—
C7. If you have a lobby, is it accessible? Lobbies can present problems for people with reduced mobility or wheelchair users. Consider the accessibility of internal security arrangements and intercoms etc. If carpet or barrier matting is fitted, does it allow easy use by wheelchairs?	Yes	- All at accessible height although door release at exit is too high to accessed from sitting position. Essential security, however, to ensure children cannot release themselves from building.	—

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

Question	Location	Comments/notes/actions	Priority (H,M,L)
D1. Does the reception area provide good lighting that doesn't cast shadows or glare?	Reception	Satisfactory	–
D2. If there is seating provided is it accessible to everyone? Chairs should have arm rests for ease of use for mobility impaired visitors with a seat height of around 450mm, colour contrast between the edge of the seat and the floor is also important.	Reception	Seating available but without arm rests	M
D3. Are the routes through reception clear of hazards and obstacles that could be difficult for people with a visual or mobility impairment?	Reception	Yes	–
D4. If there is a reception counter is it accessible to standing and seated people?	Reception	Yes	–
D5. What reasonable adjustments do you make for parents and visitors who may have a range of communication needs? For example, do you provide information in large print, alternative languages, or do you have an induction loop?	Reception	Induction loop. If necessary enlarged printed documents provided. Health and safety/ fire arrangements only available in standard sized font.	M

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

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

Question	Location	Comments/notes/actions	Priority (H,M,L)
When moving from the reception area to other areas on the this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence			
E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted?	Corridors	6ft wide but reduced to 5ft by furniture and fittings. Main arrival points are clutter-free.	L
E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?	Corridors	Steps leading to KS1 classrooms then all on same level. Year R classes accessible. Floor finishes are in good condition and slip resistant.	L
E3. Could signage be improved to make it easier for new pupils and visitors to find their way around the school? This question is more relevant to larger sites such as secondary schools.	All doors	Yes - e.g. to hall - signage needs ordering and installing (although temporary signage is in place for key events) Wheelchair access avoiding steps at rear only via kitchen – access point needs improving	L / M
E4. Can colour contrast be improved? e.g. Are doors and other critical features such as handrails, handles visible against the background? Refer to “How to.....?” in Quick guide.		Yes - rails generally white (against blue background) and white edging to steps.	—

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Question	Location	Comments/notes/actions	Priority (H,M,L)
E6. Are all general classrooms and teaching spaces accessible?		Yes, once corridor steps are negotiated.	L
E7. If you have specialist curriculum or staff areas, are they accessible to everyone? Consider if any specialist equipment e.g. a height adjustable cooker hob, could be incorporated for pupils with a disability when the space is next refurbished or decorated		Yes - staff toilets, staff room and kitchen area - not specifically accessible or adapted	M
E8. What activities take place in your Assembly Hall that might impact disabled visitors/pupils?		Achievement assembly, class assemblies, concerts and meetings	M
E9. Are there stairs within the building? Are they used to access teaching spaces? Are there alternative ways to access these spaces?		N/A but individual steps are difficult to avoid negotiating - need to consider emergency /accessible entrance /exit in hall (currently via kitchen route isn't sufficiently viable)	L / M
E10. If there is a passenger lift, does it meet the guidance given in factsheet E? The minimum car size is 1100mm x 1400mm.		N/A	—

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

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

Question	Location	Comments/notes/actions	Priority (H,M,L)
F1. Is there a dedicated accessible unisex toilet suitable for a wheelchair user? Refer to quick guide for minimum dimensions. If there is no accessible toilet, identify a suitable location for future development.	Reception	Not for adults - only for children	M
F2. Within the standard toilet accommodation, are there toilets suitable for people with ambulant /sensory disabilities? This section relates to all standard toilets, used by pupils staff and visitors. An Ambulant cubicle has an outward opening door with handrails if required.	Reception	No	M
F3. If you have shower and changing facilities, are they accessible to everyone? This applies mainly to larger schools or secondary schools.	N/A	No facilities in useable condition (only at PJS)	M
F4. Is there a dedicated/separate wheelchair accessible shower and changing area? This may be contained within a wheelchair accessible toilet area or hygiene room. This applies mainly to larger schools or secondary schools.		There is a dedicated changing area for children including a wider accessible toilet.	M

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

Question	Location	Comments/notes/actions	Priority (H,M,L)
G1. Do exit routes and final exits doors provide an unobstructed and level exit outside for wheelchair users?	Reception Year R	Yes Yes in part (ICT suite door/front entrance)	-
G2. If there are designated Refuge areas, do they allow circulation space, and means of communication with Fire Management Personnel? This question is only relevant to multi storey sites	Bin store	(NB - site is single storey)	-
G3. Are evacuation chairs or stair-climbers available to use in case of emergency, and is ongoing training in place? This question is only relevant to multi storey sites		N/A	-
G4. Does your Fire Management Procedure include a strategy for assisting disabled visitors/pupils to evacuate? Refer to quick guide for personal evacuation forms (PEEPS).		Yes for pupils - no for visitors at present	M
G5. Does the school have any visual alarm beacons to alert people with a hearing impairment to the fire alarm? This is especially important in areas where they could be alone and not see that an evacuation is taking place. (e.g. toilet areas)		No	M

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