

Accessibility Audit and Plan



School:	Manor School
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Website:	Manor School Raunds - Home
Phone number:	01933 623921
Principal:	Dr Louise Newman
SENDCo:	Miss Harriet Notley, hnotley@manor.school
Site & Facilities:	Mr Tom Hatton, THatton@manor.school

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Audit and plan date:	25.04.2024
New audit and plan due:	25.04.2027

This report can be provided in large print on request or read with a ReaderPen.

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Further information regarding the Equality Act, 2010 and links to further guidance and support can be found in the Nene Education Trust Accessibility Guidance booklet.

1. Executive Summary

An Accessibility Audit of Manor School took place on 25.04.2024. This was to ascertain the current position of the school and to review actions from the previous accessibility plan.

The audit was completed in conjunction with the Estates Manager, Tom Hatton and Justin Maling, Trust Estates Team. Further information was obtained from the school website and discussions with staff.

The Audit describes accepted best practice where appropriate and makes recommendations to improve the accessibility to information, the site and facilities and education.

In summary, since the last audit, the following improvements have been made to accessibility within the school:

- Signs have been placed to mark the disabled bay parking
- Handrails have been painted in a contrasting colour
- The alarm cords in the disabled toilets are free hanging
- Room door signage is consistent

The updated Accessibility Plan details recommended improvements to be made over time.

Although updating the plan is an on-going process, a further audit will be completed in three years (April 2027) to identify additional progress made and next steps to further promote accessibility.

2. Purpose and procedure of Audit

This audit reflects where the school is with addressing and recognising the requirements of the Equality Act 2010 to promote accessibility for all: pupil, staff and visitors through access to information, the site and facilities and education/ curriculum.

Guidance is referred to, such as, BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People and the Code of Practice, 2015 along with other applicable sources, where appropriate.

The focus of the report is to ensure that the school meets with the requirements of part IV of the Equality Act, 2010 meaning that they do not discriminate against

disabled pupils as well as also covering the obligations under section III of this Act which relates to the provision of services to members of the public.

The audit report includes findings and recommendations for actions where processes do not currently meet legislative or best practice standards. Recommendations may incorporate physical adaptations to the site, changes to policies and procedures or a combination of both.

Schools should have an Accessibility Plan, which is made available on request, and updated, at least, every 3 years. An audit supports this process by identifying progress against actions and any new recommendations arising.

In order to complete the audit and prepare the report and action plan, information has been gathered from:

- the previous audit (2021)
- initial fact-finding from the school
- a review of the information published on the school and Trust website
- an on-site audit, completed on 25.04.2024
- discussion with relevant staff

3. Constraints and Limitations to the audit

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No liability is accepted by the Nene Education Trust for any use of this report, other than for the purposes for which it was originally prepared and provided.

Opinions and information provided in the report are based on using due skill, care and diligence in the preparation of the same and no warranty is provided as to their accuracy. It should be noted, and it is expressly stated, that no independent verification of any of the documents or information supplied as part of the audit has been made.

The content of this report is based on the information and access provided 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 (DDA) 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.

External inspections should not infer weakness in the management of a school from the outcomes of the accessibility audit. The ability of the school to address issues considered to require improvement may be constrained by a variety of factors outside the control and influence of the school management and leadership team.

It should also be noted, that there is actually no such concept as being 'fully Equality Act/ DDA compliant' for an existing building. Legislation reads that a new public building will have to show disabled access, accessible toilets etc. but an existing

structure will be asked to make “reasonable adjustments” in order to achieve this in the most effective way. Disability and equality legislation is not prescriptive in its recommendations to improve accessibility. As such, compliance with the various Acts cannot ultimately be determined or used as a method for assessing accessibility.

It may not be possible to visit every occupied room during a school site visit. In the case of large school premises, a reasonable sample of teaching environments for pupils and working environments for staff and visitors will be visited. Areas not used for educational purposes, and rooms otherwise not visited during the audit process, are not covered by this report.

Recommendations represent best practice at the time of writing, but the concepts of ‘best practice’ and ‘reasonable’ will change with time.

Although Health and Safety and disability equality often share common objectives, Fire Evacuation and Health & Safety legislation may conflict with disability equality legislation. When this happens fire and safety legislation takes priority. Where recommendations have been suggested that may influence the evacuation strategy or the fire safety integrity of the building additional consultation with the relevant local Fire Officer is advised prior to works being undertaken. Additionally, the Code of Practice, 2015 has been referenced for means of escape for disabled people, however, this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the school's emergency evacuation plan.

For this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various user groups and appropriate employees prior to undertaking specific adaptation works arising from recommendations within this report.

If the site or buildings have a listed building status or are located within a designated conservation area, professional advice must be sought for planning applications.

Externally sourced images are used within this report; these are for illustrative purposes only.

4. Contextual Background to the school

It is important to note that each school varies in context and this should be taken into account when thinking about how the school approaches maximum accessibility.

Raunds is a small market town in rural Northamptonshire, England. It has a population of 9,379 (2021 census), is a civil parish, and is in the North Northamptonshire district. Raunds is situated 21 miles (34 km) north-east of Northampton. The town is on the southern edge of the Nene Valley and surrounded by arable farming land. Nearest civilian airports are Luton 50 miles and East Midlands 65 miles. Raunds is adjacent to the A45 and close to the A14 jct 13. Access to the M1 and A1 is close and the A14 runs from Britain's largest container port at Felixstowe in

Suffolk to join the M6. Bus services are limited, the X46 links the town with Wellingborough, Rushden and Northampton, running half-hourly.

Manor School is part of the Nene Education Trust and sits between Raunds Park Infant School and St Peter's Church of England Academy both of which are also part of NET.

The school is a mixture of buildings dating from the 1950s onwards which is predominantly on one level. There are a few workspaces where access is only via a staircase. Access into the school is open and automatic doors give entry into a good-sized entrance area. Facilities in this area are at a height which is appropriate for a wheelchair user. There is then a further waiting area once staff/ pupil/ visitors have signed in of generous size and with access to a disabled toilet. Throughout the school, corridors are of a good width with clear milling spaces and breakout areas for students. There are two staff car parks with disabled bays marked out in the front entrance carpark. The front car park operates a one-way system which is clearly signed. A zebra crossing provides safe entry into the school alongside zig-zag markings and safety barriers. Also on site is separate sports facilities which can be accessed by members of the public. They sign in at the main reception and then are escorted to the sports centre where there is a separate reception entrance.

Manor School is a secondary school offering education to pupils from Year 7 through to Year 13. There are 999 pupils on roll with a maximum intake of 180 pupil into each year. The school PAN for Year 7 to Year 11 is 900 with a further 180 places for 6th form. There are 172 pupils on the SEND register which represents 17% of the school roll, with 17 of these pupils having an Education Health and Care Plan (2% of the school population). 181 pupils are registered for Pupil Premium (18%) and 57 pupils have English as an additional language (6%).

Manor School is an ambitious school with a strong ethos and set of values, striving for excellence in all they do. Their mission is 'Success for All' meaning they view themselves as a genuinely comprehensive school delivering education that is truly inclusive.

Their REACH (Resilience, Empathy, Aspirations, Curiosity and Humanity) values run through the heart of what they believe as a school and aspire to be in everything they do. They foster a spirit where they: constantly aim higher, love learning, expand their horizons, spark enthusiasm around them and find solutions. They believe that: people come first, everyone is welcome, they are all learners and rigour is essential.

Admissions are managed in accordance with the Schools Admission Code (September 2021), compliance with which is also required by virtue of NET's Funding Agreement with the Secretary of State for Education. NET is the admission authority for the school who then hold SLAs with North Northamptonshire Council for the co-ordinated admissions scheme and admission appeals. Admissions are non-selective.

The Ofsted rating of the school in 2020 was 'good'.

The SENDCo has been in role at Manor School for 3 years and has significant teaching experience. She is part of the wider senior leader team and works closely with her line manager who is one of the assistant principals. As a team, they ensure

relevant SEND information is considered as part of SLT review and decision making. SEND forms part of the school improvement plan and has an on-going focus to promote inclusion.


The arrangements for safeguarding at Manor School are effective. Staff take their responsibility to keep pupils safe seriously. They are well trained. Leaders' expectations are that all staff complete a comprehensive training programme. Staff follow the school's reporting systems well. Leaders respond swiftly to pupils' needs. They work well with external agencies to keep vulnerable pupils safe from harm. Weekly meetings help leaders to know how the support processes are working. Leaders ensure that pupils learn how to stay safe. For example, pupils learn about online safety, substance misuse and knife crime. Leaders and governors check the suitability of new staff to work with young people. Ofsted, 2020


5. Audit Findings

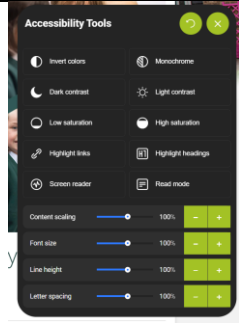
5.1: Ratings:

- Compliant - Effective practice that supports accessibility for a significant majority of pupils, staff and visitors.
- Improvement recommended - Practice could more effectively support accessibility for pupils, staff and visitors.

5.2: Access to Information

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Staff training on equality and disability	<p>Staff have on-going face-to-face training regarding equality and disability as well as having access to The National College with further on-line training.</p> <p>The SENDCo provides regular bitesize training/ information in the staff bulletin as well as a drop-in facility for individual queries.</p> <p>Training is sourced as required for more specific needs for individual pupils such as diabetes training.</p>	Compliant	<i>Ensure that a log is kept of staff training ensuring that all staff have completed updated training.</i>	
Staff knowledge of technology and support strategies for assistance	<p>Staff are trained to use specific technology as required. Often, where there is specific technology needed for a student e.g. VI support equipment, there is a team of staff who are trained and familiar with the equipment to support the pupil where required.</p> <p>Access arrangements are comprehensively put into place for pupils in Year 11 and 13.</p> <p>Adjustments are also routinely</p>	Compliant		e.g. Using Assistive technology to support Pupils with SEND – The National College Assistive technology resources/ webinars – Whole School SEND






	used as needed, such as, reader pens, books with coloured paper, magnification aids and alternative recording methods.			
Arrangements for providing adaptive materials and resources e.g. large print, digital	<p>For pupils needing regular enlargements, magnifying equipment is most commonly used. Enlargements can also be made on the class IWBs. Teaching resources can be shared via Teams for pupil access. Pupils using laptops can access the resources and then personalise e.g. change the background colour on the whole class PowerPoint.</p> <p>Tools such as google translate are used to support pupils and visitors with English as an additional language.</p> <p>Although there is a hearing loop sign in the front reception, this isn't in place.</p> <p>Reception staff can give ways in which they would support visitors with additional needs.</p>	Improvement recommended	<p>Install a hearing loop in areas where this would be particularly useful for hearing aid users.</p> <p><i>Share visitor accessibility information with reception staff.</i></p>	 <p>HEARING LOOP INSTALLED Switch hearing aid to T-coil</p>



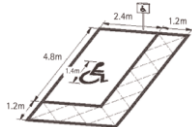


Website and social media accessibility	The website is clearly organised and has headings to support content organisation. Information, documents and policies can be found easily. Policies relating to equality, access and medical support are available. The content management systems support accessibility. Colour has been used with care and forms have been designed for accessibility. There is an accessibility tool on the website (see good practice example) for further ease of use.	Compliant		
Complaints procedure	Up to date Trust complaints policy and complaint form linked to the school website.	Compliant		

5.3: Access to Site and Facilities

Approach to the school site:



Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Access to the site e.g. public transport routes	The nearest bus stop to the school is in The Square Raunds. There is a zebra crossing with tactile paving on the main road outside of the school grounds. Road markings are generally still in good condition. There is safety	Improvement recommended	Consider adding information to the website on how to access the school via public transport and a google maps link.	


	<p>barriers on the road outside of the pedestrian entrances.</p>  <p>The dropped kerb on the pathway leading down from the zebra crossing is higher than is recommended for a dropped kerb (40mm instead of 25mm).</p>  <p>Signs into the school remind of driving speed, and staff parking only. There isn't explicit signage to show where pedestrian access is.</p>  <p>On the school site, road markings are fading.</p>		<p>Contact the council to request for them to drop the kerb to the recommended height.</p> <p>Consider additional signage to show pedestrian access.</p> <p>Re-paint road markings.</p>	 
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	There are access points for emergency vehicles to be able to enter the site.			
Parking facilities	<p>There are two staff car parks on site with both disabled and visitor parking available in the front car park.</p> <p>The disabled parking bays are marked out correctly although are very faded. They have standing signs so these are visible. The car park surface around the disabled bays is quite uneven in places.</p>  <p>Parents are regularly reminded to park safely around the school site through the school newsletter. There is a bus drop off area to ease congestion.</p> 	Improvement recommended	<p>Re-paint the disabled parking bay markings.</p> <p>Repair the uneven surface around the bays.</p> <p>Add signage when entering the car park to show where the disabled parking bays are.</p>	  
School perimeter e.g. gates, fences	<p>The school perimeter is safe with fencing and gates onto the site. There is an area which backs onto residential properties which has</p>	Compliant		


	<p>fencing rather than metal fencing.</p> 			
Signage	<p>There is dual signage, clear to the road for entrance to the carpark. Other signage is evident when on the school grounds.</p> 	Improvement recommended	Ensure signage is clear for all entrances and that this is visible for visitors arriving at the site.	
Entry to the school	<p>There are 4 main entry points onto the site (one accessed from Park Street) to allow for good flow at the beginning and end of the day. Entry to the main entrance has a double gate and handrails either side of a small slope. The pathway surface is generally in good condition.</p> 	Compliant		

On the school site:

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Signage into the school	<p>Signage to the main entrance is clear and is situated in front and to the right of the main doors. There is a button to call for access which is at an accessible height. The writing is small on this but it would only be used out of school hours due to their being an automatic door which opens on the approach.</p> 	Compliant		
Movement around the site	<p>Lighting around the site is good and there is generally good movement space throughout. Where steps are in place, ramped access is also available. Some areas have clear yellow markings to ensure level rises are clear. This would benefit from being consistent across the site for drainage areas particularly and where door stops have been used externally.</p>	Improvement recommended	Ensure markings alert people to hazards – change in surface level, dropped drain, door stops etc.	

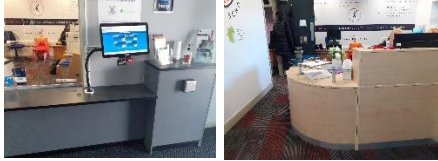




	 <p>There are some windows which open outwards onto the walkways which could present as a hazard.</p>		Mark window edges where these open out into communal walkways e.g. mobile windows.	
Ramps and entry doors	<p>There are various ramps around the school, including access to some mobiles. These have contrasting handrails and coloured edging to identify the change in surface level. Some</p>	Improvement recommended	Ensure a second handrail is added where needed on ramps.	







	<p>ramps require a second handrail.</p>  <p>Outside steps in the school have an alternative ramp entry but require a handrail on both sides of the steps where there are more than 3 steps.</p>  <p>On most entry doors, handles are the same colour as the frame so do not contrast.</p> 		<p>Add second handrail where required for steps.</p>	
			<p>Ensure door handles are of a contrasting colour to the door frame.</p>	
Playground surfaces including drainage	Playground surfaces are generally in good condition.	Compliant		


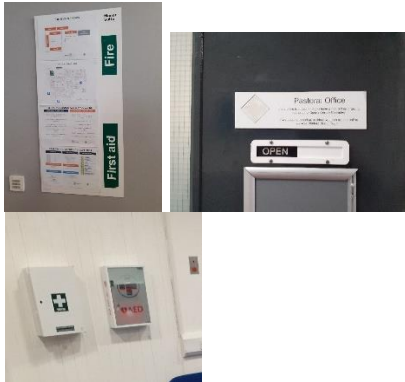

Outside space/ Recreational equipment	<p>There are multiple outside spaces for pupils including seating areas, court space, astroturf pitches and a large grassed field. All are accessible and with reasonable surface condition.</p> 	Compliant		
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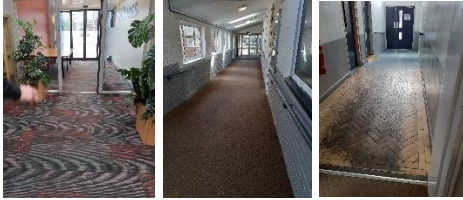
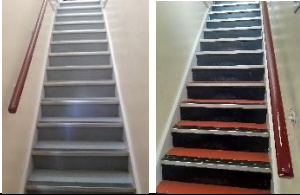


In the school building:



Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Main reception facilities	<p>The first area into the reception is spacious and clear of clutter. The desk to speak to the receptionist is at an accessible height and the sign in system can be height adjusted on the arm. The doors into the next reception area are fobbed for safety. In this area, which is</p>	Improvement recommended		




	<p>again spacious, a second desk has two levels for accessibility as well as access to a disabled toilet.</p>  <p>There is a sign to indicate a hearing loop although this is not available.</p>  <p>There are seats for people waiting although none with arms.</p> 		<p>Provide a hearing loop or take down the sign as this wrongly indicates there is one.</p> <p>Provide a chair with arms in the main waiting area.</p>	 
Internal signage	Room signage throughout the school is standardised.	Compliant	Consider adding Braille to signage.	

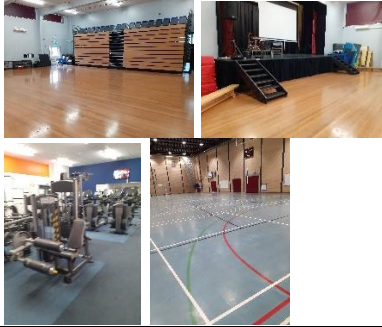




				
Accessible toilets, toilets & changing facilities	<p>There are accessible toilets situated throughout the school. One, all gender toilet being available for visitors in close proximity of the school entrance. All disabled toilets seen had emergency cords released, equipment at a suitable height, lever taps and handrails.</p>  <p>There are 2 sets of changing rooms both with 3 areas (male, female, all gender). Floors and surfaces were clear with pegs and benches.</p>  <p>There are also baby changing facilities in the main reception disabled toilet.</p>	Improvement recommended	<p>Ensure all handrails are contrasting in colour.</p> <p>Provide some pegs within the changing room at an accessible height.</p>	 


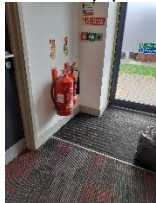
	<p>Toilet facilities seen have slip resistant floors and push taps.</p> 			
Medical facilities	<p>The main medical facilities are within the pastoral area or the main sports centre reception. There are portable first aid kits at points around the school. Signs around the school indicate where these are. There are also defibrillators available.</p> 	Compliant		
Movement in the school building, including corridors, stairs, lifts, evacuation routes	<p>There is good movement in the school with clear access to corridors and walkways and, hence, evacuation routes.</p>	Improvement recommended		

	 <p>There are some stairs which only have one handrail</p> 		<p>Add a second handrail to stairs where these are not in place.</p>	
Teaching spaces including furniture, equipment and decor	<p>Teaching spaces are generally well laid out to allow for movement. Classrooms are mostly fitted with IWBs. Colours are muted and, where appropriate, carpeted to support sound absorption.</p>  <p>Specialist teaching rooms (science and food tech) are well spaced but do not have any accessible height equipment. The science room taps are also twist fixings.</p>	Improvement recommended	<p>Provide a rise and fall bench for both science and food tech with accessible height equipment e.g. sink, gas tap, cooker.</p> 	

				
Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces	<p>There are a range of additional spaces both indoor and outdoor for pupils to use. Wellness which is an additional space for unstructured times is available to all student but can only be accessed by a steep staircase.</p>  <p>There is a staff room which pupils do not use with appropriate facilities. Lockers are provided for safe storage of personal items. There is some comfortable seating with arms although a a single, armed chair would be beneficial.</p>	Improvement recommended	<p><i>Consider the accessibility of Wellness.</i></p> <p>Provide a high backed, armed chair in the staffroom.</p>	

				
Hall/ dining room and catering	<p>There are two areas where pupils can eat. Both have good space for movement and an accessible height counter to select food from.</p>   <p>There is also a main hall, gym and fitness centre all of which are accessible. The stage area in the main hall can only be accessed by steps.</p>	Compliant	Consider stage accessibility.	

				
Lighting	<p>Lighting through the school is being changed to LED on a rolling program with approximately 50% now being completed. Classrooms have blinds fitted.</p> 	Compliant	<i>Continue to replace lighting to LED as defined through the rolling program.</i>	
Doors	<p>Not all door handles are contrasting in colour and some are not the recommended D shape.</p> 	Improvement recommended	<p>Ensure door handles are of a contrasting colour to the door frame.</p> <p>Replace door handles on a rolling program so these are all D-shaped.</p>	 

	<p>Vision panels are predominantly unobscured.</p> 			
Emergency Evacuation (PEEPs) and Lockdown procedures	<p>Fire drills and evacuations are completed at least termly. Equipment is well maintained and appropriately located.</p>  <p>There are no pupils currently requiring PEEPs but the SENDCo reviews this regularly.</p>	Compliant		

5:4: Access to Education

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Suitable qualifications of staff	<p>The SENDCo is suitably qualified with a high level of teaching and SEND experience; she has been in post as SENDCo since 2021. All staff receive regular SEND training and individual staff</p>	Compliant		

	training is provided where this is a more specific/ specialised need.			
School leadership and staffing	The SENDCo is part of the wider SLT who meet weekly. She is able to provide information and feedback to be considered as part of SEND decision making. SEND is included in the school development plan and as part of the Interim Action Board.	Compliant		
Admission process including transition	Admissions information is available on the school website. Nene Education Trust is the admission authority who hold Compliant SLAs with NNC for the co-ordinated admissions scheme and admission appeals. Transition is fully supported for pupils with SEND. This includes in year admissions as well as phase and year transfer. For new starters into Year 7, a thorough handover and exchange of information takes place with the primary schools, including external professionals as required. Additional visit days are offered to enhance the usual transition process.	Compliant		
Safeguarding	In the last Ofsted, 2020, safeguarding was found to be effective. Continued safeguarding monitoring ensures that policies and processes are	Compliant		

	<p>both compliant and effective. Compliant Policies are available on the website and all staff receive ongoing safeguarding training. The school site is safe and visitors to the school must sign in and wear a lanyard (green (DBS checked), orange (gym member must be escorted) or red (must be escorted)). Staff wear black lanyards and 6th form students blue. The SCR is up to date and safer recruitment procedures are in place and led by the central Trust HR team. There are 11 named DSL/DDSL's in school.</p>			
Pupils with temporary, emerging or sustained health needs	<p>Health plans are put into place for pupils who need them. They are co-produced with parents, pupils and staff using medical advice, where applicable. Training is provided for staff as needed e.g. auto injector training, diabetes training. Risk assessments are in place to support where this is required and reviewed regularly to ensure they continue to be accurate.</p>	Compliant		
Access to the curriculum	<p>The curriculum is designed to challenge and inspire pupils at every level. Recognising the individuality of pupils is</p>	Compliant		

	<p>paramount to Manor School. They offer a curriculum that is stimulating, broad, balanced, innovative and creative. Pupils in Year 7, 8 and 9 all students follow a program of study comprising English, mathematics, science, ICT, technology, art, music, drama, the humanities (history, geography, religious education), modern foreign language and physical education, with 'WORK. WORLD. WELLNESS.' a theme throughout. In KS4, students choose preference subjects in addition to core subjects for their GCSE's. Post-sixteen students choose from a wide range of Level 3 courses following an A Level learning pathway, an applied learning pathway of BTEC courses or a combination of the two. Most students also complete an Extended Project Qualification.</p>			
Additional adjustments for pupils with SEN and/ or disabilities	<p>Adjustments are made as needed and equipment is available to support access. Adaptive teaching is used and scaffolds are put in place to support pupils. A central system (Edukey) is used to ensure staff</p>	Compliant		

	<p>have access to key information needed to ensure the right adjustments are in place. Pupil Passports are also created for individual pupils needing adjustments which can be accessed by all staff.</p> <p>External professional advice is sought where this is deemed necessary e.g. outreach services, SALT, EP.</p> <p>Access arrangements are applied for and facilitated for all pupils who require these for external exams.</p>			
Educational trips and visits	<p>Manor School believe that additional experiences help to enhance each pupil's educational experience.</p> <p>They run a full programme of lunchtime and after school clubs e.g., sporting, musical activities, STEM and scholarly studies. Each year pupils have the opportunity to participate in a wide range of trips and visit. Locally pupils visit local attractions and heritage sites and participate in community events representing their school. Beyond the local area pupils visit theatres, sporting venues, national events and internationally students have the</p>	Compliant		

	<p>opportunities to join language visits, sports tours, music and dance tours and cultural exchanges.</p> <p>Adjustments are put into place to ensure pupils can access the trips and visits available to them.</p>			
Pupil outcomes	<p>Pupils' progress is assessed and monitored on a regular basis. Where required, intervention is put into place to support early identification of needs. The assess, plan, do, review cycle is on-going to ensure appropriate support is in place.</p> <p>The school has high aspirations for their SEND pupils and provide support to enable them to achieve as well as possible from their start points.</p>	Compliant		

6. Accessibility Plan

This plan summarises the development priorities in the three areas specified by the Equality Act: Access to Information, Access to Site and Facilities and Access to Education. The school is committed to making reasonable adjustments to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

6.1 Key

Priority ratings:

Priority A: Failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended.

Priority B: Action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Action is recommended within 12 - 24 months to improve access.

Priority D: Recommendation involve excessive costs so should be implemented as part of a long-term plan.

Budget ratings:

0 - Recommendations are likely to be achievable with no revenue cost to the school.

1 - Recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

2 - Recommendations are likely to be achievable for a budget of less than £1000

3 - Recommendations are likely to be achievable for a revenue budget of between £1000 & £5000.

4 - Recommendations are likely to be achievable for a capital budget cost above £5000.

5 - Recommendations are likely to require a budget exceeding £15,000 due to structural change.

6.2 Action Plan

Access to Information:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Arrangements for providing adaptive materials and resources e.g. large print, digital	Install a hearing loop in areas where this would be particularly useful for hearing aid users.	C	2			

Access to Site and Facilities:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Access to the site e.g. public transport routes	Contact the council to request for them to drop the kerb to the recommended height.	B	0			
	Consider additional signage to show pedestrian access.	B	2			
	Re-paint road markings.	B	1			
Parking facilities	Re-paint the disabled parking bay markings.	B	1			
	Repair the uneven surface around the bays.	B	2			
	Add signage when entering the car park to show where the disabled parking bays are.	B	2			

Signage	Ensure signage is clear for all entrances and that this is visible for visitors arriving at the site.	B	2			
Movement around the site	Ensure markings alert people to hazards – change in surface level, dropped drain, door stops etc.	B	1			
	Mark window edges where these open out into communal walkways e.g. mobile windows.	B	1			
Ramp and entry doors	Ensure a second handrail is added where needed on ramps.	B	2			
	Add second handrail where required for steps.	B	2			
	Ensure door handles are of a contrasting colour to the door frame.	B	1			
Main reception facilities	Provide a hearing loop or take down the sign as this wrongly indicates there is one.	C	2			
	Provide a chair with arms in the main waiting area.	B	2			
Accessible toilets, toilets & changing facilities	Ensure all handrails are contrasting in colour.	B	1			
	Provide some pegs within the changing room at an accessible height.	B	1			
Movement in the school building, including corridors, stairs, lifts, evacuation routes	Add a second handrail to stairs where these are not in place.	B	2			
Teaching spaces including furniture, equipment and decor	Provide a rise and fall bench for both science and food tech with accessible height equipment e.g. sink, gas tap, cooker.	B	2			

Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces	Provide a high backed, armed chair in the staffroom.	B	2			
Doors	Ensure door handles are of a contrasting colour to the door frame.	B	1			
	Replace door handles on a rolling program so these are all D-shaped.	C	3			

Access to Education:

Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
All areas audited as compliant.						