



**Date Reviewed :** April 2024

**Review Cycle:** Every 3 years

### **Reference Document: Disability Access Audit**

#### **Introduction**

The Disability Access Audit (DAA) made a comprehensive study of the school site with reference to issues affecting its accessibility to the disabled. This document aims to present an action plan to remedy those areas where the school buildings and facilities are deficient in term of disabled access.

#### **Disability Discrimination Act (DDA)**

The key points of the DDA that influence the school Disability Access Plan (DAA) are shown at para 1.6 of the DAA. The essential responsibilities are summarised as follows:

Where a physical feature, including one relating to the design or construction of a building, or the approach or access to it makes it impossible or unreasonably difficult for disabled people to make use of a particular service it is the duty of the service provider to take reasonable steps to:

- Remove the feature.
- Alter it so that it no longer has that effect.
- Provide a reasonable means of avoiding the feature.
- Or provide a reasonable alternative way of making the service in question available to disabled people.
- The requirements of the DDA are triggered when a person applies for a job, is employed or it becomes apparent that an existing employee requires some form of accommodation adjustment.

#### **Deficiency Resolutions**

The DAA sorts deficiencies into Priority and Cost bands:

Priorities:

- Priority 1 – Urgent i.e. severe barrier or hazard for disabled people.
- Priority 2 – As soon as possible to eliminate a problem as in Priority 1 or provide a service or facility.
- Priority 3 – Provide a service or facility and to remove a physical barrier.
- Priority 4 – No reasonable solution available, however, management procedures should overcome the problem.
- Priority 5 - Work to be carried out as part of regular maintenance (Best Practice).
- Priority 6- Work to be carried out under refurbishment (Best Practice).
- Priority 7 - Work for specific individuals.
- Priority 8 – Other departments responsibility, ie Fire Officer, Highways

Reasonable steps.

The purpose of taking the steps is to ensure that disabled people are not placed at a substantial disadvantage compared with non-disabled people when using a service.

Serial	Access Consideration	Recommendation	Priority	Cost Band	Plan	Completed Y/N
10	Main entrance doors too heavy. Main entrance doors handles do not contrast well with doors	Reduce pressure to minimum necessary Lower handles to 1000 mm	P5	C1	Doors cannot be adjusted further due to the design- consider when doors are replaced/updated. Steps taken Reception intercom doors can be manually opened for visitors by receptionist if required to assist.	
13	Student entrances	Clear signage in place	P3	C2	Completed 2021 Disabled students have a bespoke plan and access discussed as part of transition lead SENCO	A/R
14	Student entrances	Where possible entrances should have an additional ramped approach	P3	C3	For action if building works planned -Steps taken wheel chair access possible. Other disabilities bespoke plan on transition.	A/R
17	Reception Area	Provide information in different formats	P2	C1	Signage noting this service is available. Parental interviews on joining the school ask if adaptations or support is required.	Admin P
21	Internal corridor doors	Reduce pressure to minimum necessary	P5	C1	Corridor doors replaced with overhead door closures.	Y.
22	Internal doors	Lower handles to 1000 mm Some combination locks too high	P5	C1	Action when doors replaced/refurbished Fire risk assessment under review annual check. Likely all doors would need replacing.	N
25	External Ramp to Performing Arts from English area	Windows open out onto the ramp and are a hazard to people using the ramp if opened suddenly.	P1	C1	A programme of protective barriers has been implemented on the most hazardous windows. All windows are fitted with limiters but these are fragile by design and are not student proof. The cost of further provision will fall into C3 cost areas not C1. The windows are discussed at all condition surveys and are reviewed as part of site management surveys	Window limiters checked and replaced when required
26	Dining Area	Provide signage to identify wheelchair route to Restaurant	P2	C1	Disabled students have a bespoke plan and access discussed as part of transition lead SENCO	A/R

27	Dining Area	Provide information in different formats when required	P2	C1	Menus published on the website	A/R
30	Library	Provide large print books where necessary	P7	C2	Provision made through the SENCo	Y
33	Library Performing Arts Staff room Dining Hall Sports Facilities	Install and induction loop system as required	P2	C1	Cost prohibitive. The Performing Arts building is not used for public performances	A/R
37	Performing Arts	Access for wheelchairs to the stage	P3	C3	The Performing Arts building is not used for public performances. There is no specific requirement for wheelchair access as it is possible to achieve access to the stage area via the rear doors.	Y
40	Toilets	Repair broken or damaged rails where appropriate.	P5	C1	Routine maintenance	Y

46	Teaching Areas Generally	Keep circulation areas clear of obstruction and provide signage where necessary.	P3	C1	Ongoing management action to resolve.	Y
47	Teaching Areas Generally	Improve colour contrasts	P7	C2	Take due regard in maintenance programme.	Y
48	Teaching Areas Generally	Ease doors	P5	C1	Take due regard in maintenance programme.	Y
50	Teaching Areas workshops	Provide adjustable height workbenches.	P3	C2	To be actioned as required	A/R
51	Teaching Areas - Food rooms	Provide variable height kitchen work tops and units as necessary.	P3	C2	To be actioned as required adjustments discussed with students as part of the school's admission process.	Y
52	Sports Facilities	Install an accessible WC and shower and changing facilities in both male and female areas	P3	C1	DDA toilet and shower installed	A/R