# Accessibility Audit

## Holy Trinity Catholic School

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13/07/2022


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This report can be provided in large print or Braille on request

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# Section 1 - Introduction

## 1.1 ACCESSIBILITY AUDIT

This access 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: 2018 – Design of an Accessible and Inclusive Built Environment – 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 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.

## 1.2 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 station 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 site, which determines its accessibility, is the shell. Decisions made by the design teams can fundamentally affect the accessibility for a long time.

When a site 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 a site 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.

## 1.3 AUDIT PROCESS

The audit was undertaken in two stages employing plans of the site, if available, and the checklists in Section 6 (Audit table) The general order of the checklists is:

| Checklist Ref | Description | Applicable to this site | |
|---|---|---|---|
| | | Yes | No |
| Checklist 1 | Approach, Routes & Street Furniture | ✓ | |
| Checklist 2 | Car Parking | ✓ | |
| Checklist 3 | External Ramps | ✓ | |
| Checklist 4 | External Steps | ✓ | |
| Checklist 5 | Entrances | ✓ | |
| Checklist 6 | Reception Areas & Lobbies | ✓ | |
| Checklist 7 | Corridors & Internal Surfaces | ✓ | |
| Checklist 8 | Internal Doors | ✓ | |
| Checklist 9 | Internal Ramps | ✓ | |
| Checklist 10 | Internal Stairs | ✓ | |
| Checklist 11 | Lifts / Platform Lifts | ✓ | |
| Checklist 12 | WCs: General Provision | ✓ | |
| Checklist 13 | WCs: Wheelchair Users | ✓ | |
| Checklist 14 | Facilities | ✓ | |
| Checklist 15 | Way Finding | ✓ | |
| Checklist 16 | Lighting & Acoustics | ✓ | |
| Checklist 17 | Means of Escape | ✓ | |
| Checklist 18 | Building Management | ✓ | |

**Note:** Not all of the above checklists may be relevant to this particular site.

**Stage 1** – Information gathering

This is undertaken as a walkthrough audit / inspection of the building using the checklists.

**Stage 2** – Results and recommendations

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

## 1.4 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.

## 1.5 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 Direct Access Consultancy Ltd can not be held liable for any misinterpretations.

## 1.6 ABBREVIATIONS

Used throughout the report are the following abbreviations:

**DDA** - Disability Discrimination Act
**BS8300** - British Standard BS8300: 2018 - 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
**EQ** - Equality Act 2010

### 1.7 SOURCES OF GUIDANCE

There 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 2010 (2015 Edition)
BS8300: 2018 – Design of an Accessible and Inclusive Built Environment – Code of Practice
Equality Act 2010 - All Parts Including Chapter 2 - Adjustments for disabled persons - www.legislation.gov.uk/ukpga/2010/15/contents
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).

Please note however the Equality Act 2010' 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 BS 8300 2009+A1:2010 can be referred to for 'compliance'.

### 1.8 IMAGES

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

## 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

No issues N/A.

### 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 SITE

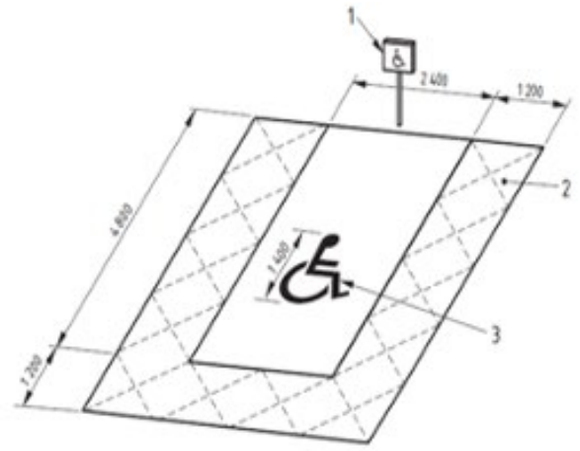
| Description | Details |
|---|---|
| **Date of Construction**: | Circa 1970s with Newer Constructions (Circa 2022) |
| **Constructed of**: | Traditional Red Brick Construction |
| **Number of Floors:** | Ranging from Ground Floor up to Second Floor |
| **External Areas:** | Approach Routes / Car Park / Sports Courts |
| **No. Passenger Lifts** | Provided |

### 3.2 ACCESS FACILITIES IN PLACE

| Facility | Details |
|---|---|
| **Ramps** | Provided |
| **Platform lifts** | Not Provided |
| **Stair lift** | Not Provided |
| **Visual indicators for fire alarms** | Visual Alarms Provided |
| **Induction loops / Infrared systems** | No Permanent Induction Loops Identified |
| **Accessible toilets** | Six Provided |
| **Tactile signage** | None Provided |
| **On site assistance** | Front Line Staff |
| **Designated parking areas** | One Accessible Parking Bay Provided |
| **Evacuation Equipment** | Not Provided |
| **Any Other Additional Information:** | |
| Note - Access audits should be undertaken every three years. The next access audit should be undertaken 2024.<br><br>Induction Loops - https://directaccessgp.co.uk/induction-loops-and-hearing-enhancement-systems/<br>Evacuation Chairs - https://directaccessgp.co.uk/product/evacuation-chairs/ | |

## Section 4 – Action Plan

### 4.1 - ACTION TABLE

| COSTS - N = NONE M = MINIMAL OG = ONGOING MAINTENANCE ST = STRUCTURAL CHANGE EX = MAJOR STRUCTURAL CHANGE | | | | | | |
|---|---|---|---|---|---|---|
| **Item Ref.** | **Details / Issue** | **Recommendation** | **Est Cost** | **Action Taken** | **Owner** | **Estimated Completion** |
| **PRIORITY A** | | | | | | |
| 2.3 | The bay was difficult to identify as it was not marked out with the appropriate BS8300 hatched markings. | The accessible bay should be repainted to provide clearly defined 1200mm transfer zones to both sides and rear and the required access symbol.<br>  <br>Key<br>1 Sign, with its lower edge 1 000 mm above the ground, to identify parking space when road markings obscured e.g. by snow or fallen leaves, with the words "Blue badge holders only"<br>2 1 200 mm wide access zone between designated parking spaces<br>3 International Symbol for Access | **M** | | | |

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|---|---|---|---|---|---|---|
| 6.5 | An induction loop was not signposted at the main reception. It was confirmed that an induction loop or auxiliary aids were not provided to the main reception, which could assist people with hearing impairments. | Install an induction loop to the reception desk. Install signage indicating the availability of the facility and ensure that staff members are aware of how to use the system.<br><br>Direct Access has its own bespoke desk induction loop for people with hearing impairments. We are able to supply, install and provide brief training. Please see here and contact us for more information - https://directaccessgp.co.uk/induction-loops-and-hearingenhancement-systems/<br><br>BS8300 - A hearing enhancement system, using induction loop, infrared or radio transmission, should be installed at service or reception counters where the background noise level is high.<br><br>Any hearing enhancement system must be subject to testing and maintenance as part of an enforced maintenance schedule that ensures that the equipment is working at all times. Inspection and servicing at intervals not exceeding 12 months needs to be carried out. | **M** | | | |
| 6.9 | The auditor was not asked. Is there a procedure to ask visitors, prior to their visit, if they have any access requirements? | There should be a procedure to ask visitors prior to their visit if they may have any access requirements that the site management should be aware of.<br><br>Ask for forms to be completed prior to any visit to the premises. Booking forms will ask “Do you have any access requirements? (Level Access, Induction Loop, BSL)"<br><br>When asking about access requirements ensure that forms and information is available in accessible formats and electronically by email and phone etc.<br><br>The access limitations of the premises and the alternatives must be communicated via the website. | **N** | | | |
| 6.10 | The auditor was not asked, is there a procedure to ask visitors if they require assistance in the event that the fire alarm is activated? | Site management need to ensure that the appropriate procedures are implemented.<br><br>Refer to 6.9, 18.5, 18.6. | **N** | | | |

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| 7.3 | There are areas across the school that require stepped access or extended routes.<br><br>Stepped access is required along the most direct route towards the new SEN building. An extended level access route can be achieved via the canteen.<br><br>Stepped access is required to reach Food Technology on the upper floors of the St Chads building.<br><br>Stepped access is required to enter the admin building.<br><br>Stepped access is required to enter the Humanities building. | Any service offered must be replicated, relocated or offered in alternative accessible locations on an equal basis when it is required by disabled people.<br><br>Any alternative location used must be subject to review in response to access requirements and user need to ensure that accessible facilities are provided.<br><br>Ideally, permanent ramped entrances should be provided into the Admin and Humanities buildings. Proportionate to demand, it is acceptable in the short-term to provide a portable temporary ramp made available on demand with appropriate assistance. Any equipment and assistance must be part of an escape plan, see 18.5, 18.6, 18.7.<br><br>Where alternative provisions cannot be made, and in the event that a wheelchair user requires access to the new Food Technology classroom, consideration should be taken to providing an inclined platform lift on the set of stairs leading towards this area. | **OG/M**<br><br>**ST** | | | |
| 13.3 | Suitable space and outward opening doors were provided to the facilities in the Religious Education, SEN and Sports Hall buildings.<br><br>Suitable space was provided outside of the St Chads facility; however, this facility featured a door closer, which would limit the available time for a wheelchair user to pass through into the facility.<br><br>The facility near to ICT support featured an inward opening door, which may be due to the steps that are positioned within close proximity. | A closer fitted to an accessible toilet can cause difficulty for disabled people in an area where specific manoeuvrability and access is required. The closer should be removed to improve access to the facility.<br><br>It is recommended to replace the inward opening door with a bi-folding door in the facility near to ICT support. This will reduce the risks involved when having an inward opening door and reduce any collisions hazards with someone using the steps along the corridor. | **M** | | | |
| 13.5 | Suitable hand washing facilities were provided in the Religious Education building, and the facility near to ICT Support.<br><br>Toilet paper and soap dispensers were not provided to the facilities in the new SEN building, St Chads or in the Sports Hall facilities. | Tissue and soap dispensers should be installed at a height of between 800mm and 1000mm above finished floor level in each Accessible WC facility.<br><br>Refer to Figure 42 from BS8300 below for guidance on fittings within an Accessible WC. | | | | |

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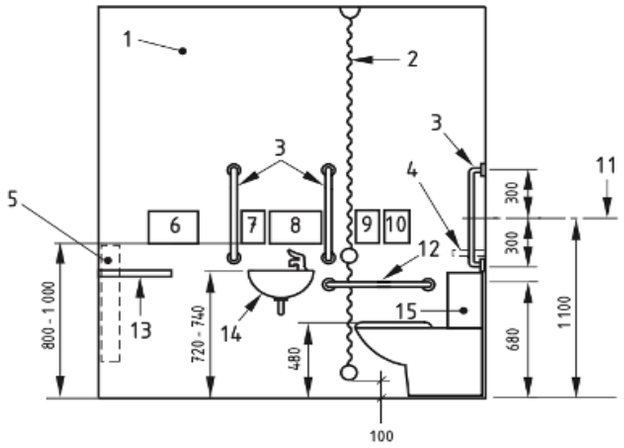
| 13.5 Cont. |  | Height of drop-down support rails to be the same as the other horizontal grab rails.<br>**Key**<br>1 Wall A (see Figure 40)<br>2 Alarm pull cord with two red bangles<br>3 Vertical grab rails (those above the hand rise basin should be set 500 mm to 700 mm apart centred on the basin)<br>4 Colostomy bag changing shelf at 950 mm above finished floor level, where a high or low level or reduced flush cistern is used A)<br>5 Sanitary dispenser, on wall adjacent to door, with coin slot between 750 mm and 1 000 mm above the floor<br>6 Automatic hand dryer<br>7 Soap dispenser<br>8 Paper towel dispenser<br>9 Toilet paper dispenser<br>10 Alarm reset button<br>11 Centre line of vertical grab rails<br>12 Horizontal grab rail<br>13 Shelf<br>14 Hand rinse basin with tap on side of basin close to the WC pan<br>15 Flat-topped close-coupled cistern providing a back rest and a colostomy bag changing surface for standing users A) | **M** | | | |
| 13.7 | Well contrasted and suitably positioned grab rails were provided to the Religious Education, SEN and Sports Hall facilities.<br><br>A grab rail was missing to the left of the transfer grab rail in the St Chads facility.<br><br>No contrast was provided to the grab rail set near to ICT support and a grab rail was missing to the left of the mirror. | The grab rail set should be replaced or improved with a new BS8300 compliant set that offers colour contrast.<br><br>A difference in LRV (Light Reflectance Value) between rail and background of 30 points is considered reasonable. In accessible WCs a blue rail set on white walls is a common accessible combination.<br><br>Grab rails should be provided either side of the washbasin. Where possible, vertical support bars at least 600mm long should be fixed each side of the washbasin, with their mid point at 1100mm above the floor.<br><br>Refer to Figure 42 above for guidance. | **M** | | | |
| 13.9 | Suitable lever and spatula style flushes were provided to each of the facilities.<br><br>The flush in the St Chads facility was broken on the day of the survey. | It is recommended that site management schedule maintenance and repair of the flush in the St Chads facility. | **N** | | | |

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| 13.11 | No cord alarm system was identified in the facility in the Religious Education building.<br><br>The cord alarms were tied in the SEN, St Chads, and facility near to ICT support.<br><br>Absent or tied cord alarms could result in a distress call going unnoticed.<br><br>A cord alarm was identified in the first floor WC facility in St Chads. This facility is currently not suitable for a wheelchair user as it features a cubicle. | Each Accessible WC facility should feature a cord alarm system. Facilities should include an alarm reset button in its correct position on the adjacent wall to the WC at a height of 800mm -1000mm.<br><br>Implement a management procedure to ensure that cord alarms are always kept loose and not tied up.<br><br>According to BS8300 - An emergency assistance pull cord should be sited so that it can be operated from the WC and from an adjacent floor area. The emergency assistance pull cord, coloured red, should be provided with two red bangles of 50 mm diameter, one set at a height between 800 mm and 1000 mm and the other set at 100 mm above floor level. | **M/N** | | | |
| 16.6 | Induction loops were not provided to the main hall. This is an area where parents and visitors may frequent for assemblies and performances. | Install an induction loop to benefit hearing aid users. An induction loop or similar should be present at the premises where visitors are likely to experience presentations, meetings, training etc.<br><br>It is a legal requirement under the Equality Act 2010 to provide auxiliary aids.<br><br>Direct Access has a partnership with a world leading induction loop manufacturer to provide auxiliary aids for people with hearing impairments. Please contact the Direct Access Implementation Team for more details at info@directaccess.group or read more at https://directaccessgp.co.uk/induction-loops-and-hearing-enhancement-systems/<br><br>According to BS8300 - A hearing enhancement system, using induction loop, infrared or radio transmission, should be installed in rooms and spaces used for meetings, lectures, classes, performances, spectator sport or films, and at service or reception counters where the background noise level is high or where glazed screens are used. | **M** | | | |

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| 16.7 | The auditor was informed that portable induction loops were being provided to the new academic year in 2022.<br><br>Will staff be suitably trained on how to use this equipment? | Where a Portable Induction loop is present it is important to ensure that procedures are in place to provide training and charging so that the system is available on demand. | **M** | | | |
| 17.4 | The lift was not to be used in the event of a fire.<br><br>No refuge areas were identified in the St Chads building. | Refuses should be provided on every storey of each protected stairway providing an exit from that storey.<br><br>Fire Refuges on upper floors must provide a minimum 30 minute fire resistant area, to accommodate a disabled person in the event of an emergency.<br><br>Fire Refuges on upper floors must be a minimum 1400mm x 900mm clear of any escape route and must be equipped with suitable handling and communication equipment.<br><br>Fire Refuges should be clearly identified by appropriate Fire Safety signs. In a lobby or stairway, the sign should also feature mandatory sign worded "Refuge - Keep Clear". | **M** | | | |
| 17.5 | No evacuation equipment was identified in the St Chads building. | In order to evacuate disabled people from upper floors suitable equipment should be available within fire refuges.<br><br>This equipment is often an evacuation chair that requires disabled people to transfer to the evacuation chair before safely descending a protected stairway to a final exit. It is important that the quality of the equipment is high and that there is enough equipment to cater for the expected use of the building by disabled people.<br>https://directaccessgp.com/evacuation-solutions/ | **M** | | | |
| 18.2 | The accessible parking bay was in use on the day of the survey. A Blue Badge was not identified. | Accessible parking bays should be regularly monitored to ensure that they are not subject to use by motorists that do not display the required Blue Badge. | **N** | | | |

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| 18.3 | Most of the school's horizontal circulation was kept clear on the day of the survey.<br><br>A washing machine was positioned in front of the lift, on the second storey, on the day of the survey. | The washing machine should be located clear of the access route.<br><br>Horizontal circulation including corridors and passageways should be subject to regular inspection and maintenance to ensure that access routes are provided at their full available width free of obstructions. | **N** | | | |
| 18.4 | A new lift had recently been installed during the time of the survey.<br><br>How frequently is the lift scheduled for maintenance to ensure proper working function? | The lift must be subject to regular inspection, maintenance and servicing at manufacturer prescribed intervals to ensure that they are continually available for use. Maintenance and servicing schedules should be scheduled to avoid peak times where the lift will be required most by disabled people. | **M** | | | |
| 18.5 | A litter bin was identified holding the fire exit door open to the rear of reception, towards the playground. This bin was partially blocking the full width of the exit route.<br><br>How frequently are the alarm systems checked, including those in WCs? | Site management need to ensure that the appropriate procedures are in place to frequently check the exit routes to make sure that there are no obstacles and that items, such as bins, are not used to hold exit doors open.<br><br>Alarm systems, including those within the WCs, also need to be checked. | **N** | | | |

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| 18.6 | Are PEEPS available for staff or students who require assistance in the event that the fire alarm is activated? Is there an overall strategy for visitor who may require assistance? | Site management need to ensure that the appropriate personal egress plans are available for each member of staff, student or visitor needing assistance.<br><br>As part of any induction procedure staff should be asked if they require any assistance during an emergency and a PEEP (Personal Emergency Evacuation Plan) should be agreed in consultation with the staff member.<br><br>PEEPS (Personal Emergency Evacuation Plans) are recommended to be provided, practiced and implemented by building management to ensure that correctly trained personnel and the correct equipment is in place to facilitate the efficient evacuation of disabled people, as recommended in BS9999/46.2 & Part B/B1.xvi. Guidance on providing PEEPS can be found here https://www.gov.uk/government/publications/fire-safety-risk-assessment-means-of-escape-for-disabled-people<br><br>PEEPS (Personal Emergency Evacuation Plans) must be planned in consultation with individual disabled people that are expected to regularly access the building. Additional generic PEEPs should be provided to cater for the possibility of wheelchair users, Deaf and partially hearing people and Blind and partially sighted people using the building. | **N** | | | |
| 18.7 | How frequently are both general and personal emergency escape plans checked for efficiency and effectiveness? | Site management need to ensure that both the general escape strategy and personal emergency egress plans are regularly checked for efficiency and effectiveness. | **N** | | | |

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| 18.8 | How frequently are the cord alarms tested? The auditor was informed that the school will have use of portable induction loops. How frequently will these be scheduled for maintenance? | All Accessible WC alarms should be subject to regular inspection to ensure that the alarm is in working order and that the alarm cord remains located in the correct position.<br><br>This should be implemented and recorded as appropriate.<br><br>Should a legal complaint be made as a result of a distress call going unnoticed, the log book may be requested.<br><br>Any hearing enhancement system must be subject to testing and maintenance as part of an enforced maintenance schedule that ensures that the equipment is working at all times. Inspection and servicing at intervals not exceeding 12 months needs to be carried out. | **N** | | | |
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| PRIORITY B | | | | | | |
|---|---|---|---|---|---|---|
| 1.1 | Holy Trinity Catholic School is located on Oakley Road.<br><br>The school features a staff carpark with one Accessible Bay. There is limited car parking available on site.<br><br>Bus stops are located within close proximity along Waverley Road.<br><br>A map and link are provided to the website to provide people with directions to the school. | Options on how to arrive at the site should be clearly illustrated on literature and on the website.<br><br>The information regarding the site on the internet should be fully accessible for persons with reading disabilities through enlargement capability and screen readers, combined with synthetic speech or Braille displays. A clear and logical design that includes written explanations for visual or audio content. Text and graphics should be easily understood without use of colour.<br><br>The new revision of the BS8300 highlights the importance of communication prior to a site visit. BS8300 states that clear and accurate pre-visit information via websites, literature, social media, telecommunications that is easy to access and understand and available in alternative formats, including details of modes of transport, parking, drop-off and what level of accessibility to expect on arrival should be provided. | **N** | | | |
| 1.3 | The access route into the school, towards the main reception, featured a drop kerb; however, a structural column was positioned along this route, reducing the available width for a wheelchair user. | Undertake remedial works to extend the kerb along the entrance route opposite the main gate to ensure that a level surface is provided to transition the kerb either side of the column.<br><br>AD M - All access routes to principal, or alternative accessible, entrances should be surfaced so that people are able to travel along them easily, without excessive effort and without the risk of tripping or falling. | **M** | | | |
| 1.5 | Signage was provided to the school fencing; however, plantation was partially covering it on the day of the survey. | Site management should schedule regular maintenance to ensure that planting, low branches and encroaching foliage is trimmed and the signage is in full view.<br><br>People with hearing impairments make up the largest group of disabled people. They can be helped or hindered by signage. Good signage can mean that a person with a hearing disability can manage without having to ask questions. For further information on signage please refer to - JMU Access Partnership and The Sign Design Society. 2000. ISBN 185878 412 3. | **N** | | | |

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| 1.6 | Litter bins were positioned on the slope and steps next to the sports courts, partially blocking the access along these routes. | Site management to move the bins away from the access routes of the external slopes and steps.<br><br>BS8300 - Low-level posts, e.g. bollards, bins, should not be located within an access route. | **N** | | | |
| 3.1 | The slope provided to the ICT Support exit featured a steep gradient. | The slope should be subject to remedial works to reduce the gradient to a reasonable slope that can comply with BS8300 and ADM-2:1.26 requirements.<br><br>Any permanent ramp must be a maximum 1:12 over a maximum going of 2m, it should be a minimum 1.2m wide and feature 1.2m landings at head and foot, handrails to both sides and a contrasted sloped surface. | **M** | | | |
| 3.2 | Handrails were not provided to the sloped areas leading from the sports courts, from the side exit ramp of St Chads to the sloped areas around the Religious Education buildings, to the wall side of the ramp leading into Hut 1 (providing a handrail to the wall side may impede on the width of the ramp), or from the canteen.<br><br>The wooden frame positioned to the right of the ramp by St Chads main entrance, is not a suitable handrail. | BS8300 compliant handrails should be installed to both sides of the external ramps.<br><br>The handrails need to be one with a suitable profile (circular: 40 – 45mm, oval 50mm, in diameter).<br><br>The handrail should be installed at a height of 900mm and needs to continue horizontally at least 300mm beyond the top and the bottom and should not project into the route of travel at final landings.<br><br>The handrails should be coated with nylon or a suitable alternative to ensure that they are not cold to touch. | **M** | | | |
| 3.4 | Edging was not provided to the ramp leading from the side of St Chads main entrance, from St Chads side exit, from the canteen or along the sloped areas by Religious Education.<br><br>Suitable edging can help to reduce the risk of an accident. | The edge protection of the ramps should be improve to provide 100mm upstands to both sides. | **M** | | | |

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| 4.2 | The handrails provided to the main reception building steps were a large, rounded profile.<br><br>Handrails were not provided to the steps leading onto the sports courts, to the AstroTurf or to the rear of St Chads.<br><br>The handrails provided to the steps that lead onto the field were suitable.<br><br>Exposed metal handrails were identified on the steps leading into Hut 2 as well as towards the new SEN building. These may be cold to the touch. Those leading towards the SEN building were not rounded at the end and could catch items of clothing.<br><br>No balustrades were provided to the canteen's rear exit steps. | BS8300 compliant handrails should be installed to both sides of the external steps. These should be well contrasted and not cold to touch.<br><br>The handrails need to be one with a suitable profile (circular: 40 – 45mm, oval 50mm, in diameter)<br><br>The handrail should be installed at a height of 900mm and needs to continue horizontally at least 300mm beyond the top and the bottom and should not project into the route of travel at final landings. | **M** | | | |
| 4.5 | Suitable nosings were provided to the steps leading towards the playing field.<br><br>There are nosings on site that require remarking as they are beginning to fade. This includes the steps leading from the main reception building.<br><br>Nosings were not provided to the steps leading to the rear sports court, to the AstroTurf, towards Hut 2, to the rear of the canteen, towards the new SEN building, to the rear of St Chads and by Religious Education.<br><br>The nosings provided to the open risers leading from Humanities, were provided to the riser only. | Bright colour contrast needs to be improved or painted to the edge of the step nosings to clearly highlight their presence.<br><br>BS8300 - Each step nosing should incorporate a durable, permanently contrasting continuous material for the full width of the stair on both the tread and the riser to help people who are blind or partially sighted appreciate the extent of the stair and identify individual treads. The contrasting material should extend 50 mm to 65 mm in width from the front edge of the tread and 30 mm to 55 mm from the top of the riser, and should contrast visually with the remainder of the tread and riser. | **M/OG** | | | |

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| 6.8 | The seating provided to reception did not feature armrests, which could assist people with ambulant disabilities. | Provide some seating in the reception waiting area which has armrests to aid ambulant disabled people. Ensure all seating is well contrasted against the background upon which they are seen.<br>According to BS8300 - If a seat is too high or too low, or if there are no armrests or side supports, a person may experience considerable discomfort as a result of poor posture. A person may also have difficulty rising from a seated position if the seat is set too low, or if it has no armrests. | **M** | | | |
| 10.3 | Suitable handrails were provided to many of the steps and stairwells across the school.<br><br>There are stairwells in the St Chads building where a handrail is not provided to the left-hand side and the handrail provided to the wall side does not extend onto the level landings.<br><br>The set of steps on the first floor of Humanities, those leading towards Food Technology and those leading towards Art did not feature handrails. | BS8300 compliant handrails should be installed to the steps. These should be well contrasted.<br><br>The handrails need to be one with a suitable profile (circular: 40 – 45mm, oval 50mm, in diameter)<br><br>The handrail should be installed at a height of 900mm and needs to continue horizontally at least 300mm beyond the top and the bottom and should not project into the route of travel at final landings.<br><br>A handrail should be provided throughout its length (including intermediate landings where this does not obstruct the use of adjoining access routes). | **M** | | | |
| 12.1 | Most lobby doors were suitable.<br><br>A door closure was provided to the staff facility in St Chads ground floor facility. This door was heavy and fast closing, which could knock someone with reduced mobility off balance. | Implement maintenance to de-tense and recalibrate the hinges. Ensure that this door can be opened with less than 30 Newtons of force.<br><br>If the force required for opening doors is greater than wheelchair users and people with limited strength can manage, they will be unable to continue their journeys independently. If the force of the closing device is too great or its speed too fast, disabled people risk being pushed off balance. | **N** | | | |

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| 12.6 | A combination of lever, push and turn taps were identified across the WC facilities.<br><br>Suitable lever taps were identified in the staff facility in Religious Education.<br><br>Turn taps were identified in the male staff facility near to reception.<br><br>The remaining facilities identified featured push style taps, some of which were stiff on the day of the survey.<br><br>People with limited dexterity in their wrists may find push and turn style taps difficult to use. | Implement a rolling programme to replace the remaining push and turn taps with lever or sensor style, this will aid people with limited dexterity in their wrists.<br><br>According to BS8300 - Taps should either be mixer taps with an up and down action to control water flow or individual hot and cold lever operated taps with not more than a quarter turn from off to full flow. | **M** | | | |
| 12.7 | Facilities for people with ambulant disabilities were provided in the SEN building and St Chads. The facility in St Chads featured a missing grab rail. | Site management to schedule installation of a new grab rail.<br><br>Any ambulant disabled cubicle provided should be AD M compliant at least 800mm wide with 750mm clear space in front of the WC pan and should include grab-rails, clothes hooks and outward opening door. | **M** | | | |
| 13.4 | A suitable grab rail was provided to the facility in Religious Education. The lock did not suitably colour contrast against its surrounding.<br><br>Suitably designed and positioned grab rails and locks were provided to the facilities in the new SEN building and Sports Hall.<br><br>The facility in St Chads did not feature a grab rail to the inner face of the door.<br><br>The grab rail provided to the ICT facility was not contrasted against the door. This compartment also features a pull cord light switch; people with limited dexterity in their wrists may find this style of light control difficult to access.<br><br>Many of the facilities across the school did not feature mirrors. | A well contrasted grab rail should be provided to the inner face of each accessible WC door.<br><br>A full-length mirror should be present in each facility at a height between 600mm - 1600mm located away from the handbasin in accordance with BS8300.<br><br>The cord light control should be replaced with a pad light control, capable of being operated using a 'closed fist' and should be located at a height of 900mm - 1100mm in alignment with door handles. | **M** | | | |

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| 13.10 | Sanitary bins were positioned in the transfer sides of the Religious Education, SEN and St Chads facilities. Items in transfer zones can reduce the available space required to adopt the appropriate transfer techniques. | It is vitally important and is strongly recommended that a management procedure be implemented to ensure that accessible WC facilities are always kept clear.<br>This will enable wheelchair users to adopt the many transfer techniques available to them in which an accessible WC is designed to provide. Without a free transfer area, a wheelchair user is highly unlikely to be able to use a facility. | **N** | | | |
| 14.3 | The dining counters were suitable for approach from both standing and seated users. An induction loop was not identified at the cafe counter, which could assist people with impaired hearing. | Proportionate to demand, one of the serving counters should feature an induction loop to accommodate people with hearing impairments. | **M** | | | |
| 15.3 | A range of WC signage was used across the school facilities.<br><br>Slightly raised and tactile surfaces were used on the Accessible WC near to RE, however the signage was positioned high on door.<br><br>The WC facilities on the ground floor of the St Chads building were not signposted.<br><br>It was unclear if some of the WC facilities were for use by staff or students.<br><br>Some of the WC signage was written entirely in upper-case lettering, which is not best practice. | The appropriate toilet signage should be provided. As well as signage on the toilet doors, there should also be signs indicating where the accessible WCs are located.<br><br>BS8300 states - Information and direction signs should be provided at each point where they are required, e.g. at junctions of circulation routes, at key locations such as doorways and reception points, at facilities such as telephones and toilets, and in rooms, spaces and counters. The colour, design and typeface of signs should be consistent throughout a building.<br><br>All accessible WC door signage to be accessible to all disabled people with Braille and embossed lettering preferred. | **M** | | | |
| 17.2 | Stepped egress was required from many of the exits across the school.<br><br>This included but may not be limited to many of the exits from the main reception building, the exit from Hut 2, exits from Humanities, exits from the admin building, from the rear of the canteen, and the rear of St Chads. | All exit routes and exit doors (both internally and externally) must be maintained free from obstruction with level access provided where they are part of an accessible escape route.<br><br>Ideally a permanent ramped exits should be provided where appropriate. It is acceptable in the short-term to provide portable temporary ramps, particularly from the main reception building, made available on demand with appropriate assistance. Any equipment and assistance must be part of an escape plan, see 18.5, 18.6, 18.7. | **M** | | | |

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| **PRIORITY C** | | | | | | |
| 1.4 | Uneven routes and paving slabs were identified by the outdoor seating area, to the rear of the English building, leading towards science, and to the side of St Chads where the ramped exit is located.<br><br>Uneven surfaces can be trip hazards for people with reduced mobility and impaired vision. | Remedial works should be undertaken to the paving to eliminate the potential tripping hazard.<br><br>BS8300 - Uneven surfaces, surfaces of loose materials (e.g. gravel) and large gaps between paving materials cause problems for wheelchair users, people with impaired vision and people who are, generally, unsteady on their feet. | **M** | | | |
| 1.9 | The entrance gates and their controls were not well contrasted to assist people with impaired vision.<br><br>The intercoms provided were audio only. People with hearing impairments may find this style of intercom difficult to access. | Add colour contrast to the gates and their controls to aid people with impaired vision.<br><br>The means of indicating that the call is acknowledged should be both audible and visible.<br><br>Intercoms and gate control systems can be very difficult for disabled people to operate. Make sure that a phone number or suitable alert and management system are in place to provide alternative access for anyone that cannot operate the gate control system. | **M** | | | |
| 2.2 | Signage was not included to the front of the bay or from the main entrance. | Install a sign to the front of any accessible parking space. According to BS8300 - Sign should be present with its lower edge 1000 mm above the ground, to identify parking space when road markings are obscured, e.g. by snow or fallen leaves, with the words “Blue Badge holders only”. | **M** | | | |

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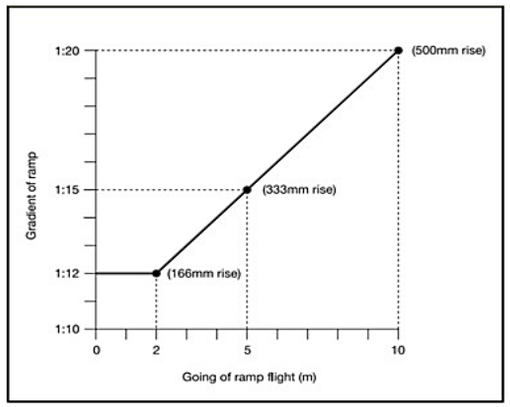
| 3.1 Cont. | Slopes with a slightly steep gradient were identified leading from the sports courts towards the main reception building.<br><br>The ramp leading towards Hut 1 was suitably graded.<br><br>The ramp positioned to the right of St Chads main entrance had a narrow width.<br><br>The ramps leading from the side of St Chads and the canteen were suitably graded.<br><br>A steep slope was identified to the side of the Religious Education building; however, this was not a main entrance or exit route.<br><br>The raised entrances into Religious Education were suitably graded.<br><br>The sloped area behind the canteen, leading towards Religious Education was suitably graded. | The ramps and slopes should be subject to remedial works to reduce the gradient to a reasonable slope that can comply with BS8300 and ADM-2:1.26 requirements, as shown below.<br><br>Any permanent ramp must be a maximum 1:12 over a maximum going of 2m, it should be a minimum 1.2m wide and feature 1.2m landings at head and foot, handrails to both sides and a contrasted sloped surface.<br>  <br> | **M** | | | |
| 3.3 | Surfaces appeared to be slip-resistant and easy to maintain. The external ramps and slopes were not sufficiently colour contrasted to show a change in gradient. | Colour contrast should be added to the surface of the ramps.<br><br>According to BS8300 - The surface of a ramp should contrast visually with the landings and the edge protection so that its presence is discernible by people who are blind or partially sighted.<br><br>To maintain traction, a sloping surface should have a higher slip resistance than an equivalent level surface. The steeper the slope, the greater the friction needed to maintain contact with the ground without slipping. Surface materials should be chosen to be durable and easy to maintain, and should be slip-resistant when wet, to allow for rain and other environmental factors. | **M** | | | |

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| 5.6 | Folded metal door controls were provided to the main entrance, as well as the entrances to Religious Education, the St Chads building and Humanities.<br><br>These controls did not contrast against their frames, which would assist people with impaired vision.<br><br>There are further controls on the main entrance that are positioned high from ground floor level, wheelchair users and people who are short in stature may find accessing these controls difficult. | The folded metal door furniture must be replaced by more accessible contrasted pull handles, pull handles to be located with the bottom end of the pull handle not lower than 750mm and no higher than 1000mm.<br><br>Add colour contrast to the door furniture to ensure that it is easily seen by people with impaired vision on approach.<br>In the case of door opening furniture, the ease with which blind and partially sighted people are able to distinguish furniture against its background is influenced by its 3-d form (giving light and shade) and the shiny nature of the finish, whether metallic or non-metallic. For such products, it is considered that a difference in LRV between the product and its background of at least 15 points is acceptable.<br><br>The lever action door-handle on the main entrance should be fitted at a height of 900mm. | **M** | | | |
| 5.9 | Not applicable at main entrance.<br><br>Large glazing was used on the doors leading into the Religious Education buildings. These doors did not feature manifestations at two heights, to help reduce the risk of collision.<br><br>Manifestations were provided to the glazed areas of the SEN building entrance doors as well as the Sports Hall doors. | Well contrasted manifestations should be provided at two heights to the entrance doors.<br>Glazed doors need to have permanent strips on the glass within two zones, from 850mm to 1000mm from the floor and from 1400mm to 1600mm from the floor. These strips need to be contrast in colour (not treated glass) and luminance with the background seen through the glass in all light conditions. | **M** | | | |
| 6.3 | The reception area was marginally too high for approach for a wheelchair user. | At the next planned refurbishment, the reception should be designed to accommodate both standing and seated customers with at least one section of the counter 1500mm wide, with its surface no higher than 760mm, and a knee recess 500mm deep up to a height of 700mm.<br><br>Ensure that the sign in screen is suitably positioned for both standing and seated users. | **M** | | | |
| 6.7 | No signage was identified to state that information could be provided in alternative accessible formats on request. | It is recommended that signage be installed to indicate that all public information issued can be provided in accessible formats on request. Refer to 15.7. | **N** | | | |

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| 8.3 | There are doors across the site that featured high vision panels.<br><br>This includes but may not be limited to the RE kitchenette door (this may be for privacy purposes), the doors leading into the hall and canteen, doors in the St Chads building do not feature lowered sections of vision panel, doors in Humanities, doors near to maths and doors near to English.<br><br>High vision panels increase the risk of collision for wheelchair users and people whose are short in stature. | A rolling refurbishment programme should be implemented to install new BS8300 compliant doors with vision panels.<br>Vision panels need to be included in frequently used doors where privacy (toilets etc.) is not required with a minimum visibility zone between 500mm and 1500mm from floor level and located at the side of the leading edge.<br>Glass should comply with BS6206.<br>It is recommended that site management implement a procedure to ensure that the temporary notices are not on the vision panels. This will prevent a potential collision hazard. | **M** | | | |
| 10.2 | Many of the steps and stairwells across the school featured suitably contrasted nosings.<br><br>The nosings near to the Chapel in St Chads require repainting as they were beginning to fade.<br><br>There are damaged nosings on the stairwells leading towards Science.<br><br>Nosings were not provided to the steps in the admin building. | New nosing strips should be installed to the edge of the steps in the St Chads and admin building. All nosing strips should be uniform in colour.<br><br>BS8300 states - All steps need to have clear colour contrast edgings applied to nosings permanently contrasting material 55mm wide on both the tread and the riser. | **M** | | | |
| 12.3 | Good contrast was provided to the staff facilities in Religious Education and the ground floor staff facility in St Chads.<br><br>The remaining facilities featured fittings that were white or light against a similar background. Providing colour contrast can assist people with impaired vision. | Greater contrast should be considered for the fixtures and fittings within the WCs. This can be achieved by having light sanitary ware seen against a dark background or vice versa.<br>According to BS8300 - to help blind and partially sighted people identify key objects within sanitary accommodation, support rails and grab rails should contrast visually with the wall, the WC seat and cover should contrast visually with the WC pan and cistern, and sanitary fittings and accessories should contrast visually with the background against which they are seen. | **M** | | | |

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| 12.5 | The urinals positioned near to humanities were not well contrasted.<br><br>The urinal in the facility opposite room 1.7 was well contrasted.<br><br>None of the urinal facilities featured grab rails, which could assist people with impaired vision. | The surface finish of sanitary fittings and sanitary-ware, such as urinals, sinks and toilets, should contrast visually with background wall and floor finishes. An LRV (Light Reflectance Value) difference of 30 points is considered good contrast.<br><br>A well contrasted grab rail should be provided to both sides of one urinal in every WC where applicable. | **M** | | | |
| 14.1 | None of the seating provided to communal areas, such as the staffroom and library feature armrests.<br><br>Seating with armrests can provide assistance to people with ambulant disabilities. | Where possible, seating should meet the following recommendations.<br>1) There should be a variety of seat heights, ranging from 380 mm to 580 mm, within which a height of 480 mm is suitable for wheelchair users.<br>2) Armrests should be provided to help people lower themselves onto the seat and stand up.<br>3) Where the seat is set at a height suitable for wheelchair users, armrests should not be at the extreme end of the seat but set in so as not to restrict the lateral transfer from a wheelchair to the seating. they should also not restrict front or oblique transfer.<br>4) A supportive back-rest should be incorporated for at least 50% of the length of the seat. | **M** | | | |
| 14.2 | Some staff chairs featured armrests in the learning areas. No other chairs with armrests were identified. | Where possible a variety of seat heights at 380mm, 480mm and 580mm should be provided with some seating available with back and arm-rests. For single height only the seat height should be between 450mm – 480mm. | **M** | | | |

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| 14.6 | The library counter was a standard table. No induction loops were identified. | Proportionate to demand, install an induction loop to the library desk. Install signage indicating the availability of the facility and ensure that staff members are aware in how to use the system.<br><br>Direct Access has its own bespoke desk induction loop for people with hearing impairments. We are able to supply, install and provide brief training. Please see here and contact us for more information - https://directaccessgp.co.uk/induction-loops-and-hearingenhancement-systems/<br><br>BS8300 - A hearing enhancement system, using induction loop, infrared or radio transmission, should be installed at service or reception counters where the background noise level is high. | **M** | | | |
| 15.1 | Signage was identified in some external areas and doors to assist with way finding. Curriculum areas were not always clearly identifiable. | Review of way finding signage required. Whilst the latest BS8300 revision has downplayed the requirement for Braille, it has highlighted the importance of pictorial signage.<br><br>Pictorial signage should be considered for throughout the site. There should be new directory boards and tactile/Braille signage on the actual doors.<br><br>Words entirely in upper case type (capital) should also be avoided. A sans serif type face with a relatively large “capital” height to “x” height should be used.<br><br>BS8300 - Signs and universally accepted symbols or pictograms, indicating lifts, stairs, circulation routes and other parts of the building should be provided. Visual signs should be self- evident and, in particular, legible to visually impaired people. Plain English and pictograms together should be used to assist people with learning difficulties. | **M** | | | |

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| 15.7 | Some of the leaflets provided in the reception area were marginally high from ground floor level and were positioned behind display items.<br><br>None of the leaflets provided were identified to be in alternative, accessible formats. | Ensure that leaflets are free from obstruction and positioned no higher than 1200mm from ground floor level.<br><br>Have procedures in place to produce documents in accessible formats. These formats are Audio, Braille, Large Print, Easy-Read and electronic formats such as WORD and PDF that are more accessible to screen reading technology.<br><br>Include the phrase "Alternative Formats Available on Request" on written material. You must have contacts and procedures in place to satisfy a request. See https://www.gov.uk/government/publications/inclusive-communication/accessible-communication-formats<br><br>It is recommended that signage be installed to indicate that all public information issued can be provided in accessible formats on request.<br><br>Direct Access is able to provide materials in accessible formats such as Braille, BSL (British Sign Language), tactile maps and audio descriptions. Please contact the Direct Access Implementation Team for more details at info@directaccess.group. | **M** | | | |
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| PRIORITY D | | | | | | |
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| 1.2 | The routes along Oakley Road did not feature tactile paving at the crossings.<br><br>Tactile paving was not included for the crossing in front of the car park. | Site management should undertake liaison with the appropriate Council Department to provide tactile paving in the area, along key crossing points towards the school, to aid people with impaired vision. | **N** | | | |
| 1.7 | External columns were identified along the seating area for the outdoor canteen, in front of the St Chad's building, by the ramp leading from St Chad's and along the routes by the RE buildings.<br><br>The red columns were contrasted; however, the remaining columns did not provide contrasting markings at two heights to help reduce the risk of a collision. | Well contrasted markings should be provided at two heights to the posts/columns.<br>⍰<br>Refer to BS8300 - Each free-standing post, e.g. a lighting column, within an access route should contrast visually with the background against which it is seen (it is desirable also to incorporate a band, 150 mm high, whose bottom edge is 1 500 mm above ground level, and which contrasts visually with the remainder of the column or post. | **M/OG** | | | |
| 1.8 | Some seating was identified in the external areas. None was identified as featuring armrests which could provide assistance to people with ambulant disabilities. | Provide benches with armrests. Ensure that the armrests are well contrasted and that there is a space either side of the seat so that a wheelchair user can park alongside a seated companion<br>⍰<br>Seating in resting places should meet the following recommendations.<br>⍰<br>1) There should be a variety of seat heights, ranging from 380 mm to 580 mm, within which a height of 480 mm is suitable for wheelchair users.<br>2) Armrests should be provided to help people lower themselves onto the seat and stand up.<br>3) Where the seat is set at a height suitable for wheelchair users, armrests should not be at the extreme end of the seat but set in so as not to restrict the lateral transfer from a wheelchair to the seating. they should also not restrict front or oblique transfer.<br>4) A supportive back-rest should be incorporated for at least 50% of the length of the seat. | **M** | | | |
| 2.6 | The car parking areas were positioned across the external areas of the school, no designated pedestrian routes were identified. | Mark out 1200mm wide hatched pedestrian routes within the car parks complete with signage warning of pedestrians. Also recommend providing a maximum speed limit of 5 mph within the car parks. | **M** | | | |

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| 2.7 | Lighting was identified in the staff carpark. Are all bays appropriately lit during darker hours? | Site management to undertake investigation of the lighting levels within the car parking areas during darker hours to ensure that they are sufficient. | **N** | | | |
| 4.1 | Tactile warnings were provided to the external steps that lead towards the playing field.<br><br>The remaining external steps did not feature tactile warnings, which provide assistance to people with impaired vision. | Implement a rolling programme to install tactile paving to the top of the external steps throughout the site.<br><br>BS8300 - To give advance warning of a step, tactile paving with a corduroy hazard warning surface should be provided at the top and bottom of each flight, excluding intermediate landings with continuous handrails. Where the approach to the stair is wider than the flight, the tactile surface should extend beyond the line of each edge of the flight. | **M** | | | |
| 4.3 | Lighting was provided to the facade of the building near to most external steps. Are all external steps appropriately lit during darker hours? | Site management should undertake a review of the step lighting levels during darker hours to ensure that the step treads are evenly lit.<br><br>Lighting on external steps and ramps should achieve a minimum level of 100 lux where they are external and adjacent to entrances/exits of buildings. | **N** | | | |
| 4.4 | Treads were long enough and of the same length across the external steps.<br><br>Open risers were identified leading from the Humanities building. | Deemed reasonable to retain in the short term as this flight of steps appeared to be a fire exit stairwell where people descend rather than ascend. Risers should be filled in as part of a long term renovation plan for the site.<br><br>According to BS8300 - When ascending a stair, people who wear callipers or who have stiffness in hip or knee joints are particularly at risk of trapping the toes of their shoes beneath projecting nosings, and of tripping as a result. In addition, some partially sighted people can feel a sense of insecurity when looking through open treads, and assistance dogs might refuse to proceed. | **M** | | | |

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| 5.5 | There was a clear line of sight into and out of the main reception area.<br><br>A vision panel was not provided to the admin building, however this door remaining open during the survey.<br><br>The entrance doors into the remaining school buildings, including the Humanities building, St Chads and the Sports Hall featured visions panels. | Consideration should be taken to replacing the admin entrance door. Entrances should always feature a vision panel to prevent a potential collision hazard.<br>BS8300 - Entrance doors and lobby doors should have viewing panels to alert people approaching a door to the presence of another person on the other side. | **M** | | | |
| 5.11 | Automated doors were not provided to the school's main entrance but may be beneficial. | Providing powered doors would improve accessibility for a range of users and should be considered for future developments should budgets permit.<br><br>Power-operated pedestrian doors for installation in existing and new construction should be one of the following two types:<br>a) a manually activated door controlled by a push pad, coded entry system, card swipe or remote control device; or<br>b) an automatically activated door controlled, for example, by a motion sensor or a hands-free proximity reader.<br>the provision and installation of power-operated doors should be in accordance with BS 7036-1. | **M** | | | |
| 6.4 | A colour contrasted section of flooring was not provided to the front of the reception desk, which may assist people with impaired vision. | It is recommended that a section of the flooring in front of the reception desk be replaced with an alternative that is suitably colour contrasted. This will aid people with impaired vision when attempting to locate the reception desk. | **M** | | | |
| 7.1 | Most corridors were deemed to be wide enough.<br><br>The route towards the staff kitchenette in the admin building was narrow and cluttered on the day of the survey. | Horizontal circulation including corridors and passageways should be subject to regular inspection and maintenance to ensure that surfaces are maintained in good condition and access routes are provided at their full available width free of obstructions.<br><br>All access routes should maintain a minimum clear width. It is preferable to have a minimum aisle width of 1200mm with 1800mm diameter turning space where a turn or return is required. | **N** | | | |

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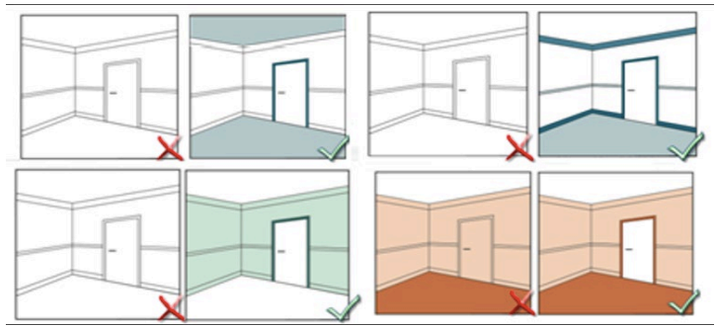
| 7.2 | Structural columns were identified in the St Chads building on both the ground and first floors.<br><br>These columns were not colour contrasted, which could reduce the risk of a collision for people with impaired vision. | All columns should feature improved contrast to make them apparent Blind/partially sighted people. The column/support should incorporate a band, 150 mm high, whose bottom edge is 1500 mm above ground level, and which contrasts visually with the remainder of the column/support. | **M** | | | |
| 8.1 | A variety of door colours were provided across the school, many of which were suitably contrasted.<br><br>The Chapel door was white against a white frame. The doors along the corridor towards the Art and IT classrooms were wooden against wooden frames. These doors may not sufficiently contrast their surroundings. | Ideally all doors should have contrast against the surroundings upon which they are seen. This could be achieved by painting the door frames a contrasting colour. Adding colour contrast will aid people with impaired vision.<br><br>  | **M** | | | |
| 8.2 | Large, glazed areas are provided next to the doors in the new SEN building. Manifestations were provided, however these many are not clearly visible from all angles. | The glazed doors must be clearly highlighted with manifestation that contrasts visually with the surface behind it.<br><br>These strips need to be contrast in colour (not treated glass) and luminance with the background seen through the glass in all light conditions.<br><br>This manifestation should be located within two zones, from 850mm to 1000mm from the floor and from 1400mm to 1600mm from the floor. | **M** | | | |

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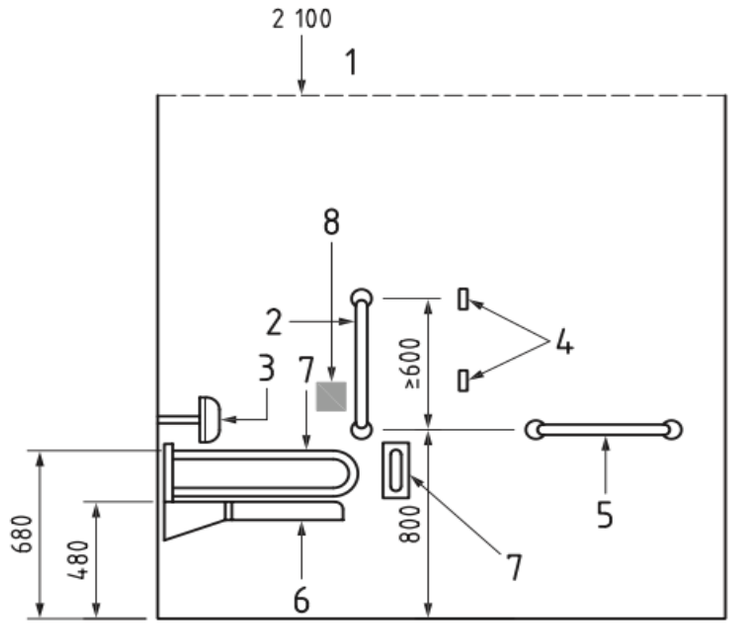
| 8.5 | Suitable lever style door controls were used across the school.<br><br>Those in the Religious Education building were not contrasted against their surroundings.<br><br>The pull handles positioned on the hall double doors are marginally high from ground floor level.<br><br>A small turn style lock was identified on the door leading into reception. This lock was positioned high on the door. People with limited dexterity in their wrists may find this lock difficult to use. | A contrast difference between door and handle of 30-point LRV difference is recommended.<br><br>Pull handles to be relocated with the bottom end of the pull handle not lower than 750mm and no higher than 1000mm.<br><br>The door lock should be relocated at a height of 900mm and in line with the handle or at least within 72mm of the handle. | **M/N** | | | |
| 9.2 | The internal ramp was slightly narrow. | During any future works, the ramp should be subject to remedial works to improve the width to comply with BS8300 requirements.<br><br>Any permanent ramp must be a maximum 1:12 over a maximum going of 2m, it should be a minimum 1.2m wide and feature 1.2m landings at head and foot, handrails to both sides and a contrasted sloped surface. | **ST** | | | |
| 11.9 | A colour contrasted section of flooring was not provided to the area outside of the lift. | A clear, contrasting and level manoeuvring space of not less than 1500 mm × 1500 mm should be provided in front of the entrance to all types of lifting appliance.<br><br>The lift car floor should contrast visually with the landing and should not be of a dark colour. | **M** | | | |
| 12.8 | Two level access showers were identified, one by ICT support and the other in the Sports Hall building.<br><br>The facility near to ICT support did not feature grab rails or a fold down seat.<br><br>The changing areas did not feature clothes hooks at two heights, which could assist people who are short in stature. | Install a fold down chair and suitable grab rails to the level shower facility near to ICT Support. Refer to BS8300 below for design guidance.<br><br>Clothes hooks should be provided at two heights, one at 1050mm and the other at 1400mm above the floor. | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12.8 Cont. |  <br>**Key**<br>1 Minimum unobstructed room height<br>2 Vertical grab rail<br>3 Back rest<br>4 Two clothes hooks, one at 1 050 mm and the other at 1 400 mm above the floor<br>5 Towel rail<br>6 Tip-up seat<br>7 Drop-down support rails on side and far wall<br>8 Alarm reset button (located immediately above backplate of horizontal grab rail) | | **M** | | | |
| 14.7 | Height adjustable tables and equipment were identified in the food tech area.<br><br>No height adjustable tables were identified in the IT facilities. | Proportionate to demand, consideration should be given to providing adjustable height desks on demand for use by disabled people in shared workshop and task areas.<br><br>Any adjustable height desks should be provided subject to individual assessments. | **M** | | | |
| 14.8 | A combination of tap styles were identified across the school.<br><br>Suitable lever taps were identified in the new build kitchenette.<br><br>The remaining taps identified, in areas including the Food Technology rooms, the main and Science staff kitchenettes and in Art, were turn style.<br><br>People with limited dexterity in their wrists may find this style of tap difficult to use. | Implement a rolling programme to replace the existing turn style taps. Taps should either be mixer taps with a single lever action to control water flow, or individual, clearly marked, hot and cold lever operated taps with not more than a quarter turn from off to full flow. | **M** | | | |
| 15.4 | No level identification signage was provided to the stairwells to assist with way finding. | A Stair/Level identification sign should be present within the stairwell. This is a tactile and Braille sign next to the door leading out of the stairwell and provides level identification. | **M** | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 15.5 | The location of the lift was not identified with signage in key areas. | The appropriate lift signage should be provided.<br><br>BS8300 - Signs and universally accepted symbols or pictograms, indicating lifts, stairs, circulation routes and other parts of the building should be provided. Visual signs should be self- evident and, in particular, legible to visually impaired people. Plain English and pictograms together should be used to assist people with learning difficulties. | **M** | | | |
| 15.6 | Upper-case lettering was identified on many of the temporary notice boards.<br><br>Some notice boards featured reflective, protective coverings, which could cause confusion for people with impaired vision. | Implement a management procedure to ensure that any temporary notices are typed out using a mixture of lower and upper case lettering.<br><br>According to best practice, words entirely in upper case type (capital) should be avoided. A sans serif type face with a relatively large “capital” height to “x” height should be used.<br><br>When the notice boards are next refurbished, consideration should be taken to replacing/ removing the reflective coverings. | **N** | | | |
| 16.4 | Most stairwells across the school were appropriately lit.<br><br>Wall lighting was identified on the stairwells in the St Chads building. Wall lighting can cause glare for people with impaired vision. | Each flight and landing of a stepped access route should be well illuminated, providing a clear distinction between each step and riser. The illuminance at tread level should be at least 100 lux. Lighting that causes glare (such as poorly located wall lights, spotlights, floodlights or low level light sources) should be avoided. | **M** | | | |
| | | | | | | |

# Audit

## Checklist 1 - Approach Routes & Street Furniture

**1.1 - Is the school within convenient walking distance of: -**
**_ Public Highway and Pathways?**
**_ Public Transport e.g., Bus Stops?**
**_ Car parking? (For car parking refer to Checklist 2)**

B

Holy Trinity Catholic School is located on Oakley Road.

The school features a staff carpark with one Accessible Bay. There is limited car parking available on site.

Bus stops are located within close proximity along Waverley Road.

A map and link are provided to the website to provide people with directions to the school.

Photo 1

**1.2 - Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are DeafBlind?**

D

The routes along Oakley Road did not feature tactile paving at the crossings.

Tactile paving was not included for the crossing in front of the car park.

**1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?**

B

The access route into the school, towards the main reception, featured a drop kerb; however, a structural column was positioned along this route, reducing the available width for a wheelchair user.

Photo 2

Photo 3

Photo 4

**1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?**

C

Uneven routes and paving slabs were identified by the outdoor seating area, to the rear of the English building, leading towards science, and to the side of St Chads where the ramped exit is located. Uneven surfaces can be trip hazards for people with reduced mobility and impaired vision.




Photo 5 Photo 6 Photo 7 Photo 8

**1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?**

B

Signage was provided to the school fencing; however, plantation was partially covering it on the day of the survey.

Photo 9

**1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?**

B

Litter bins were positioned on the slope and steps next to the sports courts, partially blocking the access along these routes.


Photo 10 Photo 11

**1.7 - Free from hazardous building features such as outward-opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?**

D

External columns were identified along the seating area for the outdoor canteen, in front of the St Chad's building, by the ramp leading from St Chad's and along the routes by the RE buildings.

The red columns were contrasted; however, the remaining columns did not provide contrasting markings at two heights to help reduce the risk of a collision.




Photo 12 Photo 13 Photo 14 Photo 15

**1.8 - Adequate seating provided along routes? Is there suitable seating within the play areas?**

D

Some seating was identified in the external areas. None was identified as featuring armrests which could provide assistance to people with ambulant disabilities.


Photo 16 Photo 17

**1.9 - Are entrance gates appropriately colour contrasted and do intercoms have accessible features?**

C

The entrance gates and their controls were not well contrasted to assist people with impaired vision.

The intercoms provided were audio only. People with hearing impairments may find this style of intercom difficult to access.





Photo 18 Photo 19 Photo 20 Photo 21 Photo 22

**1.10 - Is there accessible play equipment provided for children with impairments? Are all key external areas accessible such as wildlife areas?**

Yes /N/A

Most external areas were accessible. There was no step free access onto the raised playing field, however other outdoor areas provided level access.

## Checklist 2 - Car Parking

**2.1 - Are accessible bays provided for badge holders?**

Yes / N/A

One accessible bay was identified in the staff carpark.

Photo 23

**2.2 - Accessible bays clearly sign-posted from the site's car park entrance? Is there signage to the front of the bays?**

C

Signage was not included to the front of the bay or from the main entrance.

Photo 24

**2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheelchair parked alongside?**

A

The bay was difficult to identify as it was not marked out with the appropriate BS8300 hatched markings.

Photo 25

**2.4 - Close enough to facilities the car park serves?**

Yes / N/A

The Accessible Bay was positioned within close proximity to the main entrance.

Photo 26

**2.5 - Routes from parking area to site entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?**

Yes /N/A

Routes from the accessible bay towards the main entrance appeared to be even and smooth.

**2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?**

D

The car parking areas were positioned across the external areas of the school, no designated pedestrian routes were identified.

**2.7 - Is the car park adequately lit? Do staff members frequently check the level of lighting within the car park?**

D

Lighting was identified in the staff carpark. Are all bays appropriately lit during darker hours?

Photo 27

Photo 28

Photo 29

## Checklist 3 - External Ramps

**3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?**

B

Steep slopes were identified leading from the sports courts towards the main reception building.

The slope provided to the ICT Support exit featured a steep gradient.

The ramp leading towards Hut 1 was suitably graded.

The ramp positioned to the right of St Chads main entrance had a narrow width.

The ramps leading from the side of St Chads and the canteen were suitably graded.

A steep slope was identified to the side of the Religious Education building; however, this was not a main entrance or exit route.

The raised entrances into Religious Education were suitably graded.

The sloped area behind the canteen, leading towards Religious Education was suitably graded.

Photo 30

Photo 31

Photo 32

Photo 33

Photo 34

Photo 35

Photo 36

Photo 37

Photo 38

Photo 39

### 3.2 - Suitable handrails on each side?

B

Handrails were not provided to the sloped areas leading from the sports courts, from the side exit ramp of St Chads to the sloped areas around the Religious Education buildings, to the wall side of the ramp leading into Hut 1 (providing a handrail to the wall side may impede on the width of the ramp), or from the canteen.

The wooden frame positioned to the right of the ramp by St Chads main entrance, is not a suitable handrail.

Photo 40

Photo 41

Photo 42

Photo 43

Photo 44

Photo 45

Photo 46

Photo 47

Photo 48

Photo 49

### 3.3 - Surface slip-resistant, firmly fixed and easy to maintain?

C

Surfaces appeared to be slip-resistant and easy to maintain. The external ramps and slopes were not sufficiently colour contrasted to show a change in gradient.


Photo 50


Photo 51


Photo 52


Photo 53


Photo 54


Photo 55

**3.4 - Edges protected to prevent accidents?** B

Edging was not provided to the ramp leading from the side of St Chads main entrance, from St Chads side exit, from the canteen or along the sloped areas by Religious Education.

Suitable edging can help to reduce the risk of an accident.


Photo 56


Photo 57


Photo 58


Photo 59


Photo 60

## Checklist 4 - External Steps

**4.1 - Visual and tactile warnings at the top and bottom of steps?** D

Tactile warnings were provided to the external steps that lead towards the playing field.

The remaining external steps did not feature tactile warnings, which provide assistance to people with impaired vision.


Photo 61


Photo 62


Photo 63


Photo 64


Photo 65


Photo 66


Photo 67


Photo 68


Photo 69


Photo 70


Photo 71


Photo 72


Photo 73

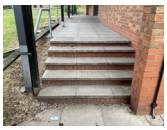


Photo 74

**4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?** B

The handrails provided to the main reception building steps were a large, rounded profile.

Handrails were not provided to the steps leading onto the sports courts, to the AstroTurf or to the rear of St Chads.

The handrails provided to the steps that lead onto the field were suitable.

Exposed metal handrails were identified on the steps leading into Hut 2 as well as towards the new SEN building. These may be cold to the touch. Those leading towards the SEN building were not rounded at the end and could catch items of clothing.

No balustrades were provided to the canteen's rear exit steps.

Photo 75

Photo 76

Photo 77

Photo 78

Photo 79

Photo 80

Photo 81

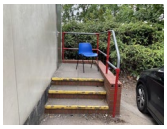


Photo 82

Photo 83

Photo 84

Photo 85

Photo 86

Photo 87

**4.3 - Lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?**

D

Lighting was provided to the facade of the building near to most external steps. Are all external steps appropriately lit during darker hours?

Photo 88

Photo 89

Photo 90

Photo 91

Photo 92

Photo 93

Photo 94

Photo 95

Photo 96

Photo 97

Photo 98

**4.4 - Treads long enough and all of the same length? Risers shallow enough, all of the same height, and unlikely to trip users? Are there open risers?**

D

Treads were long enough and of the same length across the external steps.

Open risers were identified leading from the Humanities building.

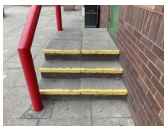


Photo 99

Photo 100

Photo 101

Photo 102

Photo 103

Photo 104

Photo 105

Photo 106

Photo 107

Photo 108

Photo 109

Photo 110

Photo 111

Photo 112

**4.5 - Nosings readily identifiable? If nosings are painted, is the paint still durable with no wear and tear?**

B

Suitable nosings were provided to the steps leading towards the playing field.

There are nosings on site that require remarking as they are beginning to fade. This includes the steps leading from the main reception building.

Nosings were not provided to the steps leading to the rear sports court, to the AstroTurf, towards Hut 2, to the rear of the canteen, towards the new SEN building, to the rear of St Chads and by Religious Education.

The nosings provided to the open risers leading from Humanities, were provided to the riser only.

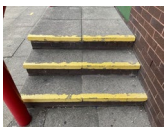


Photo 113

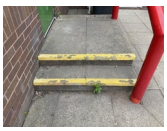


Photo 114

Photo 115

Photo 116

Photo 117

Photo 118

Photo 119

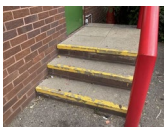


Photo 120

Photo 121

Photo 122

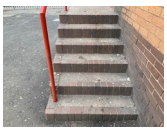


Photo 123

Photo 124

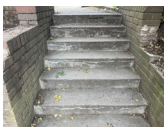


Photo 125 Photo 126

## Checklist 5 - Entrances

**5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?**

Yes / N/A

The main entrance was visible from the facade.

Photo 127

**5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheelchair user to open the door while clear of the door swing?**

Yes / N/A

Enlarged double doors were positioned at the main entrance.

Photo 128

**5.3 - Level or flush threshold?**

Yes / N/A

A level threshold was provided into the main entrance.

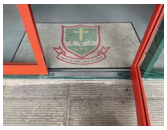


Photo 129 Photo 130

**5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?**

Yes / N/A

Not applicable.

**5.5 - Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?**

D

There was a clear line of sight into and out of the main reception area.

A vision panel was not provided to the admin building, however this door remaining open during the survey.

The entrance doors into the remaining school buildings, including the Humanities building, St Chads and the Sports Hall featured visions panels.



Photo 131 Photo 132 Photo 133

**5.6 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?**

C

Folded metal door controls were provided to the main entrance, as well as the entrances to Religious Education, the St Chads building and Humanities.

These controls did not contrast against their frames, which would assist people with impaired vision.

There are further controls on the main entrance that are positioned high from ground floor level, wheelchair users and people who are short in stature may find accessing these controls difficult.






Photo 134 Photo 135 Photo 136 Photo 137 Photo 138 Photo 139

**5.7 - Door closer of appropriate type? Can the door be easily opened single handedly?**

Yes / N/A

No issues to report.

**5.8 - Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?**

Yes / N/A

An intercom was not provided to the main entrance.

**5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?**

C

Not applicable at main entrance.

Large glazing was used on the doors leading into the Religious Education buildings. These doors did not feature manifestations at two heights, to help reduce the risk of collision.

Manifestations were provided to the glazed areas of the SEN building entrance doors as well as the Sports Hall doors.




Photo 140 Photo 141 Photo 142 Photo 143

**5.10 - Weather mat of firm texture and flush with floor?**

Yes / N/A

The weather mat was firm and flush with the floor.

Photo 144

**5.11 - Are automatic doors provided? If so, do these remain open long enough for a slow-moving person to pass through? Are visual and tactile warnings provided? If automatic doors are operated via a push pad rather than a sensor, are these clearly seen on approach?**

D

Automated doors were not provided to the school's main entrance but may be beneficial.

## Checklist 6 - Reception Areas and Lobbies

**6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?**

Yes / N/A

There was a clear view in and out of the reception area.

Photo 145

**6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?**

Yes / N/A

Transitional lighting was good.

**6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?**

C

The reception area was marginally too high for approach for a wheelchair user.

Photo 146

**6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?**

D

A colour contrasted section of flooring was not provided to the front of the reception desk, which may assist people with impaired vision.

Photo 147

**6.5 - Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?**

A

An induction loop was not signposted at the main reception. It was confirmed that an induction loop or auxiliary aids were not provided to the main reception, which could assist people with hearing impairments.

**6.6 - If security permits the use of a glazed screen, is this non-reflective and free of glare which could hinder lip-readers?**

Yes / N/A

The glazed screen was suitable.

Photo 148

**6.7 - Is there signage within the reception area stating that information provided by the school can be issued in alternative accessible formats?**

C

No signage was identified to state that information could be provided in alternative accessible formats on request.

**6.8 - Seating designed for ease of use? Is there a management procedure to ensure spaces are provided for wheelchair users?**

B

The seating provided to reception did not feature armrests, which could assist people with ambulant disabilities.

Photo 149

**6.9 - Is there a procedure to ask visitors if they have any access requirements prior to their visit to the school?**

A

The auditor was not asked. Is there a procedure to ask visitors, prior to their visit, if they have any access requirements?

**6.10 - When checking in / signing in, are visitors asked if they may require assistance if the fire alarm is activated?**

A

The auditor was not asked, is there a procedure to ask visitors if they require assistance in the event that the fire alarm is activated?

## Checklist 7 - Corridors and Internal Surfaces

**7.1 - Corridor wide enough for a wheelchair user to manoeuvre and for other people to pass? Turning space for wheelchair users?**

D

Most corridors were deemed to be wide enough.

The route towards the staff kitchenette in the admin building was narrow and cluttered on the day of the survey.

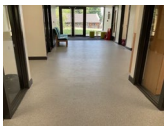


Photo 150

Photo 151

Photo 152

Photo 153

Photo 154

Photo 155

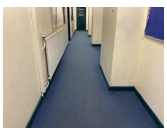


Photo 156

Photo 157

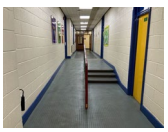


Photo 158

**7.2 - Free from obstruction to wheelchair users and from hazards to people with impaired sight? Are there any internal columns that have a lack of colour contrast?**

D

Structural columns were identified in the St Chads building on both the ground and first floors.

These columns were not colour contrasted, which could reduce the risk of a collision for people with impaired vision.

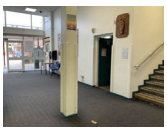



Photo 159 Photo 160

**7.3 - Are all key facilities within the school accessible for all users? Where there are facilities not available are there alternative means of access procedures in place?**

A

There are areas across the school that require stepped access or extended routes.

Stepped access is required along the most direct route towards the new SEN building. An extended level access route can be achieved via the canteen.

Stepped access is required to reach Food Technology on the upper floors of the St Chads building.

Stepped access is required to enter the admin building.

Stepped access is required to enter the Humanities building.



Photo 161 Photo 162 Photo 163

**7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?**

Yes / N/A

Floor surfaces appeared to be suitable.

**7.5 - Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)**

Yes / N/A

Colours and tones across the school were suitable.



Photo 164 Photo 165 Photo 166

**7.6 - Floor surfaces slip-resistant? Bright, boldly patterned floors avoided? Busy or distracting wall coverings avoided?**

Yes / N/A

Floor surfaces appeared to be slip resistant and avoided bright and bold patterns.

## Checklist 8 - Internal Doors

**8.1 - Distinguishable from surroundings?**

D

A variety of door colours were provided across the school, many of which were suitably contrasted.

The Chapel door was white against a white frame. The doors along the corridor towards the Art and IT classrooms were wooden against wooden frames. These doors may not sufficiently contrast their surroundings.

Photo 167

Photo 168

Photo 169

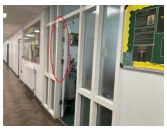


Photo 170

Photo 171

Photo 172

Photo 173

Photo 174

**8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?**

D

Large, glazed areas are provided next to the doors in the new SEN building. Manifestations were provided, however these many are not clearly visible from all angles.

Photo 175

Photo 176

**8.3 - Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)**

C

There are doors across the site that featured high vision panels.

This includes but may not be limited to the RE kitchenette door (this may be for privacy purposes), the doors leading into the hall and canteen, doors in the St Chads building do not feature lowered sections of vision panel, doors in Humanities, doors near to maths and doors near to English.

High vision panels increase the risk of collision for wheelchair users and people whose are short in stature.

Photo 177

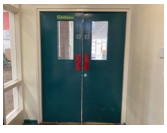


Photo 178

Photo 179

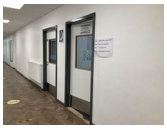


Photo 180

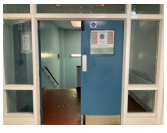


Photo 181

Photo 182

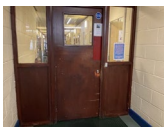


Photo 183

**8.4 - Clear opening width sufficient for a wheelchair user? Adequate space available alongside leading edge for a wheelchair user to open the door while clear of the door swing?**

Yes / N/A

Door widths across the school appeared to be suitable.

Photo 184

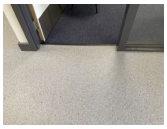


Photo 185

**8.5 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?**

D

Suitable lever style door controls were used across the school.

Those in the Religious Education building were not contrasted against their surroundings.

The pull handles positioned on the hall double doors are marginally high from ground floor level.

A small turn style lock was identified on the door leading into reception. This lock was positioned high on the door. People with limited dexterity in their wrists may find this lock difficult to use.

Photo 186

Photo 187

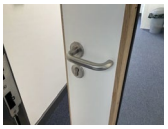


Photo 188

Photo 189

Photo 190

Photo 191

**8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?**

Yes / N/A

Of the doors tested, all were light enough and easy to open.

**8.7 - Where there are security keypads or readers, are these suitably positioned for wheelchair users or for persons of short stature?**

Yes / N/A

Most security readers were positioned at suitable heights.

The readers onto the WC facilities on the ground floor of the main entrance building were positioned marginally high from ground floor level. The auditor was informed that during the time of the survey, these facilities were not in use.

## Checklist 9 - Internal Ramps

**9.1 - Ramp available for short rise within single storey?** Yes / N/A

An internal ramp was identified by Maths.

Photo 192

**9.2 - Wide enough and suitably graded? Surface slip resistant?** D

The internal ramp was slightly narrow.

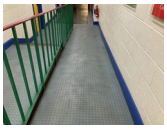


Photo 193

**9.3 - Exposed edges protected to prevent accidents?** Yes / N/A

Edges to the ramp were suitable.

Photo 194

**9.4 - Suitable handrail each side?** Yes /N/A

A handrail was not provided to the wall side of the ramp, however handrails to both sides would impede on the width of the ramp.

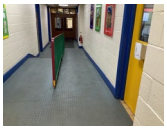


Photo 195

## Checklist 10 - Internal Stairs

**10.1 - Risers shallow enough, all of the same height, and unlikely to trip users?** Yes / N/A

Steps and stairwells across the school featured uniform treads and risers.

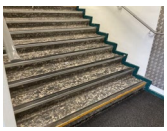


Photo 196

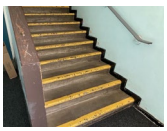


Photo 197

Photo 198

Photo 199

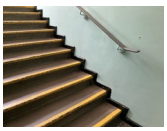


Photo 200

Photo 201

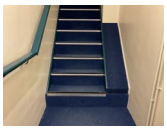


Photo 202

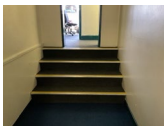


Photo 203

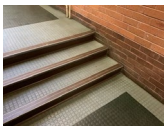


Photo 204

Photo 205

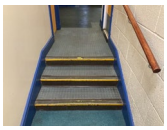


Photo 206

Photo 207

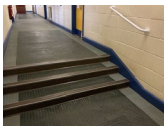


Photo 208

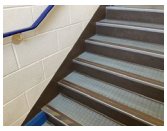


Photo 209

Photo 210

**10.2 - Are the edge of the step nosings readily identifiable?**

C

Many of the steps and stairwells across the school featured suitably contrasted nosings.

The nosings near to the Chapel in St Chads require repainting as they were beginning to fade.

There are damaged nosings on the stairwells leading towards Science.

Nosings were not provided to the steps in the admin building.

Photo 211

Photo 212

Photo 213

Photo 214

Photo 215

Photo 216

Photo 217

Photo 218

Photo 219

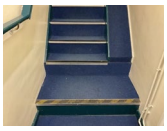


Photo 220

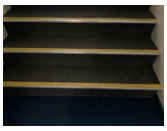


Photo 221

Photo 222

Photo 223

Photo 224

Photo 225

Photo 226

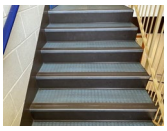


Photo 227

Photo 228

**10.3 - Suitable handrails on each side? Do handrails extend 300mm beyond the first and last step pitch-line? Are handrails suitably colour contrasted?**

B

Suitable handrails were provided to many of the steps and stairwells across the school.

There are stairwells in the St Chads building where a handrail is not provided to the left-hand side and the handrail provided to the wall side does not extend onto the level landings.

The set of steps on the first floor of Humanities, those leading towards Food Technology and those leading towards Art did not feature handrails.

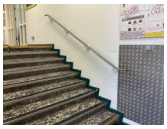


Photo 229

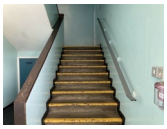


Photo 230

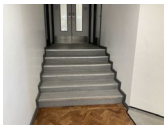


Photo 231

Photo 232

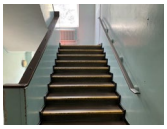
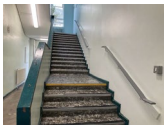


Photo 233



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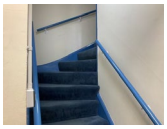

Photo 235

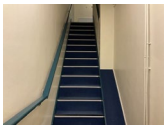

Photo 236

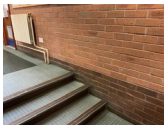

Photo 237

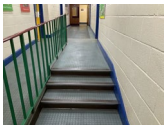

Photo 238

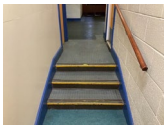

Photo 239

Photo 240

Photo 241

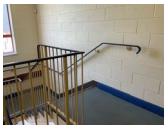

Photo 242

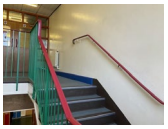

Photo 243

**10.4 - Landings big enough and provided at intermediate levels in a long flight?**

Yes / N/A

Landings across the school stairwells were suitable.

Photo 244

Photo 245

Photo 246

Photo 247

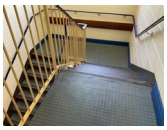

Photo 248

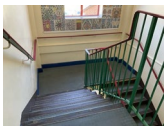

Photo 249

## Checklist 11 - Lifts

**11.1 - Passenger lift available for vertical circulation within a building of more than one storey?**

Yes / N/A

A lift had recently been installed in the St Chads building, where Science and Design Technology were located.

Photo 250

**11.2 - Car dimensions sufficient to allow space for wheelchair user? Door opens wide enough for wheelchair users?**

Yes / N/A

The car dimensions were suitable.

Photo 251

**11.3 - Support rails in car appropriately designed and positioned?**

Yes / N/A

A contrasted support rail was provided.

Photo 252

**11.4 - Is there a mirror within the lift car?**

Yes / N/A

A mirror was provided to the lift.

**11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?**

Yes / N/A

No issues to report.

**11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?**

Yes / N/A

Controls, that featured tactile and braille, were provided to the lift.

Photo 253

Photo 254

**11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?**

Yes / N/A

A clear voice indicator was provided.

**11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?**

Yes / N/A

Floor level indicators were provided both inside and outside of the lift.

Photo 255

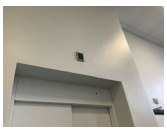

Photo 256

**11.9 - Is there a 1500mm x 1500mm contrasting surface outside the lift and are lift doors suitably colour contrasted to aid people with impaired vision?**

D

A colour contrasted section of flooring was not provided to the area outside of the lift.

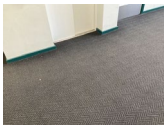

Photo 257

## Checklist 12 - WC Provision & Changing Areas

**12.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?**

B

Most lobby doors were suitable.

A door closure was provided to the staff facility in St Chads ground floor facility. This door was heavy and fast closing, which could knock someone with reduced mobility off balance.

Photo 258

**12.2 - Slip-resistant floors throughout?**

Yes / N/A

Floors appeared to be slip resistant throughout the facilities.

**12.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?**

C

Good contrast was provided to the staff facilities in Religious Education and the ground floor staff facility in St Chads.

The remaining facilities featured fittings that were white or light against a similar background. Providing colour contrast can assist people with impaired vision.

Photo 259

Photo 260

Photo 261

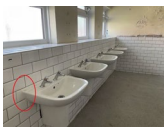

Photo 262

Photo 263

Photo 264

Photo 265

Photo 266

Photo 267

Photo 268

Photo 269

Photo 270

Photo 271

Photo 272

**12.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?**

Yes / N/A

Cubicles doors were well contrasted across the schools WC facilities.

Photo 273

Photo 274

Photo 275

Photo 276

Photo 277

Photo 278

Photo 279

Photo 280

Photo 281

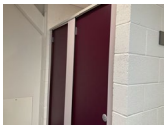

Photo 282

Photo 283

**12.5 - Are urinals well contrasted and do they have grab rails to assist ambulant disabled people?**

C

The urinals positioned near to humanities were not well contrasted.

The urinal in the facility opposite room 1.7 was well contrasted.

None of the urinal facilities featured grab rails, which could assist people with impaired vision.

Photo 284

Photo 285

Photo 286

**12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?**

B

A combination of lever, push and turn taps were identified across the WC facilities.

Suitable lever taps were identified in the staff facility in Religious Education.

Turn taps were identified in the male staff facility near to reception.

The remaining facilities identified featured push style taps, some of which were stiff on the day of the survey.

People with limited dexterity in their wrists may find push and turn style taps difficult to use.

Photo 287

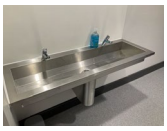

Photo 288

Photo 289

Photo 290

Photo 291

Photo 292

Photo 293

Photo 294

Photo 295

Photo 296

Photo 297

Photo 298

Photo 299

Photo 300

**12.7 - When there is no accessible WC available, is there a facility provided for ambulant disabled people?**

B

Facilities for people with ambulant disabilities were provided in the SEN building and St Chads. The facility in St Chads featured a missing grab rail.

Photo 301

Photo 302

Photo 303

**12.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?**

D

Two level access showers were identified, one by ICT support and the other in the Sports Hall building.

The facility near to ICT support did not feature grab rails or a fold down seat.

The changing areas did not feature clothes hooks at two heights, which could assist people who are short in stature.

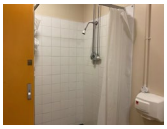
Photo 304


Photo 305


Photo 306


Photo 307


Photo 308

## Checklist 13 - WCs: Wheelchair Users

**13.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?**

Yes / N/A

The Accessible WC compartments were deemed to be suitably sized.


Photo 309


Photo 310


Photo 311


Photo 312

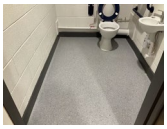
Photo 313


Photo 314

**13.2 - Travel distance to a suitable WC no greater than that for able-bodied people?**

Yes / N/A

The Accessible WC facilities were positioned in different buildings of the school. They were identified in the Religious Education buildings, the new SEN building, on the ground floor of St Chad's, by ICT support and in the Sports Hall building.

Proportionate to demand, a potential Accessible WC could be installed on the first floor of St Chads, as this facility featured a cord alarm.

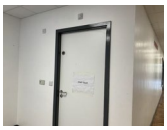
Photo 315

**13.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?**

A

Suitable space and outward opening doors were provided to the facilities in the Religious Education, SEN and Sports Hall buildings.

Suitable space was provided outside of the St Chads facility; however, this facility featured a door closure, which would limit the available time for a wheelchair user to pass through into the facility.

The facility near to ICT support featured an inward opening door, which may be due to the steps that are positioned within close proximity.

Photo 316

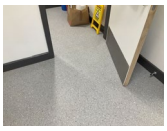

Photo 317

Photo 318

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Photo 320

Photo 321

Photo 322

**13.4 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?**

B

A suitable grab rail was provided to the facility in Religious Education. The lock did not suitably colour contrast against its surrounding.

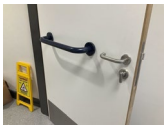
Suitably designed and positioned grab rails and locks were provided to the facilities in the new SEN building and Sports Hall.

The facility in St Chads did not feature a grab rail to the inner face of the door.

The grab rail provided to the ICT facility was not contrasted against the door. This compartment also features a pull cord light switch; people with limited dexterity in their wrists may find this style of light control difficult to access.

Many of the facilities across the school did not feature mirrors.

Photo 323



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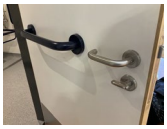


Photo 329

**13.5 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance with BS8300?**

A

Suitable hand washing facilities were provided in the Religious Education building, and the facility near to ICT Support.

Toilet paper and soap dispensers were not provided to the facilities in the new SEN building, St Chads or in the Sports Hall facilities.


Photo 330


Photo 331


Photo 332


Photo 333


Photo 334


Photo 335

**13.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?**

Yes / N/A

Suitable lever style flushes were provided to each of the Accessible WC facilities.


Photo 336


Photo 337


Photo 338


Photo 339

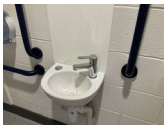


Photo 340


Photo 341

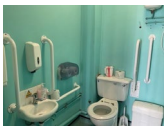
**13.7 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?**

A

Well contrasted and suitably positioned grab rails were provided to the Religious Education, SEN and Sports Hall facilities.

A grab rail was missing to the left of the transfer grab rail in the St Chads facility.

No contrast was provided to the grab rail set near to ICT support and a grab rail was missing to the left of the mirror.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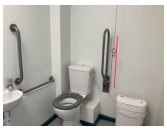
Photo 345


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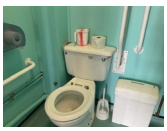
**13.8 - Is there a back rest provided to the toilet pan?**

Yes / N/A

Cisterns and backrests were provided across the Accessible WC facilities.



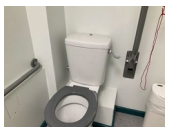



Photo 349 Photo 350 Photo 351 Photo 352 Photo 353 Photo 354

**13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?**

A

Suitable lever and spatula style flushes were provided to each of the facilities.

The flush in the St Chads facility was broken on the day of the survey.





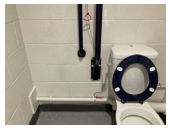



Photo 355 Photo 356 Photo 357 Photo 358 Photo 359 Photo 360

**13.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?**

B

Sanitary bins were positioned in the transfer sides of the Religious Education, SEN and St Chads facilities. Items in transfer zones can reduce the available space required to adopt the appropriate transfer techniques.






Photo 361 Photo 362 Photo 363 Photo 364 Photo 365 Photo 366

**13.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?**

A

No cord alarm system was identified in the facility in the Religious Education building.

The cord alarms were tied in the SEN, St Chads, and facility near to ICT support.

Absent or tied cord alarms could result in a distress call going unnoticed.

A cord alarm was identified in the first floor WC facility in St Chads. This facility is currently not suitable for a wheelchair user as it features a cubicle.

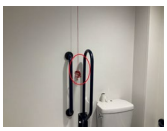


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Photo 372

## Checklist 14 - Facilities

**14.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?**

C

None of the seating provided to communal areas, such as the staffroom and library feature armrests.

Seating with armrests can provide assistance to people with ambulant disabilities.

Photo 373

Photo 374

Photo 375

Photo 376

**14.2 - Are a number of chairs with armrests available within each learning space?**

C

Some staff chairs featured armrests in the learning areas. No other chairs with armrests were identified.

Photo 377

Photo 378

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Photo 382

Photo 383

Photo 384

Photo 385

Photo 386

**14.3 - Do dining/ cafe counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?**

B

The dining counters were suitable for approach from both standing and seated users. An induction loop was not identified at the cafe counter, which could assist people with impaired hearing.

Photo 387

Photo 388

**14.4 - Do the dining / cafe areas have appropriate seating rather than fixed seating which can be inaccessible for a range of users?**

Yes / N/A

Fixed seating was provided to the dining area. However, moveable seating was also identified.

Photo 389

Photo 390

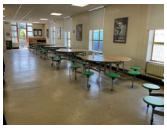


Photo 391

**14.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?**

Yes / N/A

Not applicable.

**14.6 - Is there a dropped counter and an induction loop available for the Library counter?**

C

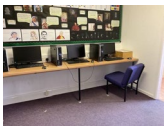
The library counter was a standard table. No induction loops were identified.

**14.7 - Where there are IT facilities or break out study areas are height adjustable computer desks available?**

D

Height adjustable tables and equipment were identified in the food tech area.

No height adjustable tables were identified in the IT facilities.



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**14.8 - Do staff and general kitchenette areas have a lever tap to accommodate people with dexterity impairments? Are there split height work surfaces available? Are there lever taps within the classrooms?**

D

A combination of tap styles were identified across the school.

Suitable lever taps were identified in the new build kitchenette.

The remaining taps identified, in areas including the Food Technology rooms, the main and Science staff kitchenettes and in Art, were turn style.

People with limited dexterity in their wrists may find this style of tap difficult to use.

Photo 396

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Photo 401

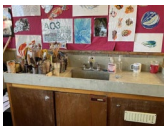


Photo 402

## Checklist 15 - Way Finding

**15.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?**

C

Signage was identified in some external areas and doors to assist with way finding. Curriculum areas were not always clearly identifiable.

Photo 403

Photo 404


Photo 405

Photo 406

**15.2 - On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheelchair users with lower eye levels?**

Yes / N/A

No issues to report.

**15.3 - Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access? (Wheelchair symbol)**

B

A range of WC signage was used across the school facilities.

Slightly raised and tactile surfaces were used on the Accessible WC near to RE, however the signage was positioned high on door.

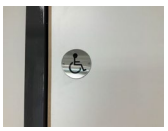
The WC facilities on the ground floor of the St Chads building were not signposted.

It was unclear if some of the WC facilities were for use by staff or students.

Some of the WC signage was written entirely in upper-case lettering, which is not best practice.

Photo 407


Photo 408



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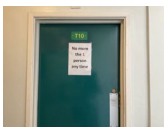

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**15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?**

D

No level identification signage was provided to the stairwells to assist with way finding.

**15.5 - Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?**

D

The location of the lift was not identified with signage in key areas.

**15.6 - Are notice boards well-structured and the use of reflective protective covers avoided? Are temporary notices illustrated using good practice i.e., use of lower- and upper-case lettering?**

D

Upper-case lettering was identified on many of the temporary notice boards.

Some notice boards featured reflective, protective coverings, which could cause confusion for people with impaired vision.


Photo 418


Photo 419


Photo 420

Photo 421

Photo 422

Photo 423

**15.7 - Are leaflets provided at suitable heights for wheelchair users and for people of small stature? Are leaflets available in alternative accessible formats such as Braille, Moon or Large Print? Are staff aware that materials can be provided in accessible formats on request? Is facility indicated as being available?**

C

Some of the leaflets provided in the reception area were marginally high from ground floor level and were positioned behind display items.

None of the leaflets provided were identified to be in alternative, accessible formats.




Photo 424 Photo 425 Photo 426 Photo 427

**15.8 - If this is a large school, is information also given in tactile form (such as maps and models)?**

Yes / N/A

Fire zone maps were identified in the school.

Photo 428

## Checklist 16 - Lighting & Acoustics

**16.1 - Lighting designed to meet a wide range of user's needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?**

Yes / N/A

Lighting across the school was deemed to be appropriate.

**16.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?**

Yes / N/A

A combination of light controls were used across the school, including automated lighting and silver light switch plates, which contrasted well against the surrounding walls.



Photo 429 Photo 430 Photo 431

**16.3 - Are learning spaces appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?**

Yes / N/A

Blinds were suitably positioned across the learning environments to help control any glare from natural light.




Photo 432 Photo 433 Photo 434 Photo 435

**16.4 - Within stairwells is the lighting adequate and well positioned? Are wall lights avoided?**

D

Most stairwells across the school were appropriately lit.

Wall lighting was identified on the stairwells in the St Chads building. Wall lighting can cause glare for people with impaired vision.

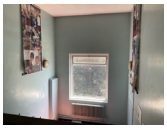
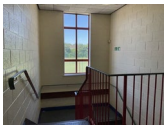
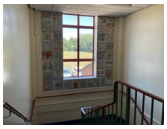

Photo 436 Photo 437 Photo 438

**16.5 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g., heating units) Good balance of hard and soft surfaces?**

Yes / N/A

No obtrusive noises were identified.

The school featured a sensory room that could provide assistance to people with neurodiverse sensitivities.

Photo 439

**16.6 - Are induction loops fitted within the key areas i.e.- Main Hall**

A

Induction loops were not provided to the main hall. This is an area where parents and visitors may frequent for assemblies and performances.

Photo 440

**16.7 - Are portable induction loops available? Are staff members aware of how to use the facility and are they kept charged?**

A

The auditor was informed that portable induction loops were being provided to the new academic year in 2022. Will staff be suitably trained on how to use this equipment?

## Checklist 17 - Means of Escape

**17.1 - Audible alarm system supplemented by visual system?**

Yes / N/A

Visual alarms were identified in some areas of the school.

Photo 441

Photo 442

**17.2 - Ground floor exit routes accessible to all, including wheelchair users, as entrance routes?**

B

Stepped egress was required from many of the exits across the school.

This included but may not be limited to many of the exits from the main reception building, the exit from Hut 2, exits from Humanities, exits from the admin building, from the rear of the canteen, and the rear of St Chads.

Photo 443

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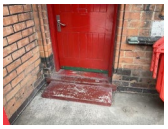

Photo 451

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**17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?**

Yes / N/A

Once outside, a wheelchair user could get to a place of safety.

**17.4 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply? If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?**

A

The lift was not to be used in the event of a fire.

No refuge areas were identified in the St Chads building.

Photo 458

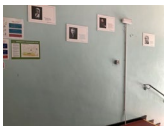

Photo 459

Photo 460

**17.5 - Is there evacuation equipment provided such as EVAC chairs or mats? Are staff trained in how to use the equipment? This is a legal requirement under the Health and Safety at Work Act 1974.**

A

No evacuation equipment was identified in the St Chads building.

## Checklist 18 - Building Management

**18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?**

Yes / N/A

External routes were kept clear on the day of the survey.

**18.2 - Accessible parking; Designated spaces not used by non-disabled drivers and kept free from obstructions?**

A

The accessible parking bay was in use on the day of the survey. A Blue Badge was not identified.

Photo 461

**18.3 - Horizontal circulation; Space required for wheelchair manoeuvre not obstructed by furniture, deliveries, storage etc.?**

A

Most of the school's horizontal circulation was kept clear.

A washing machine was positioned in front of the lift, on the second storey, on the day of the survey.

Photo 462

**18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?**

A

A new lift had recently been installed during the time of the survey. How frequently is the lift scheduled for maintenance to ensure proper working function?

**18.5 - Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?**

A

A litter bin was identified holding the fire exit door open to the rear of reception, towards the playground. This bin was partially blocking the full width of the exit route.

How frequently are the alarm systems checked, including those in WCs?

Photo 463

**18.6 - Means of Escape; Personal egress plan available for each member of staff needing assistance? Overall escape strategy for visitors who may need assistance?**

A

Are PEEPS available for staff or students who require assistance in the event that the fire alarm is activated? Is there an overall strategy for visitor who may require assistance?

**18.7 - Means of Escape; Both general escape strategy and personal emergency egress plans regularly checked for efficiency and effectiveness?**

A

How frequently are both general and personal emergency escape plans checked for efficiency and effectiveness?

**18.8 - Equipment; Are emergency cord alarms tested at regular intervals to ensure that they are working? Are induction loops frequently tested for effectiveness?**

A

How frequently are the cord alarms tested? The auditor was informed that the school will have use of portable induction loops. How frequently will these be scheduled for maintenance?

# Photographic Survey

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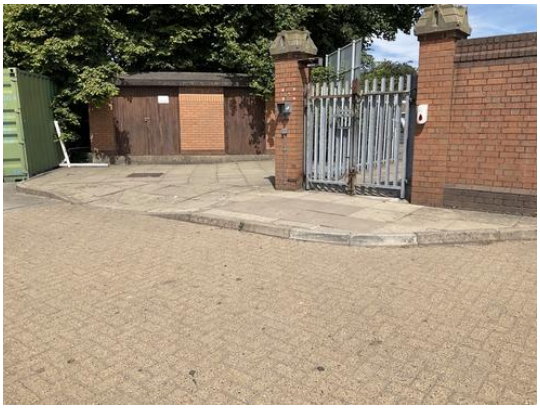

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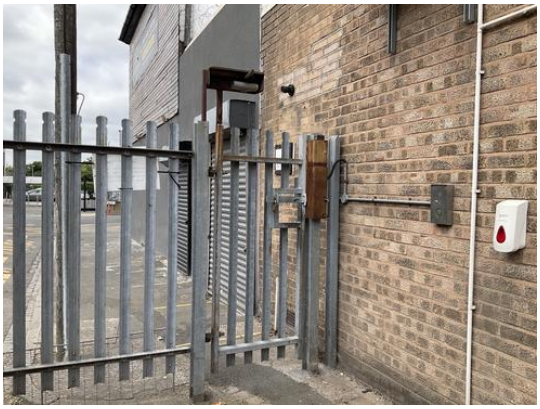

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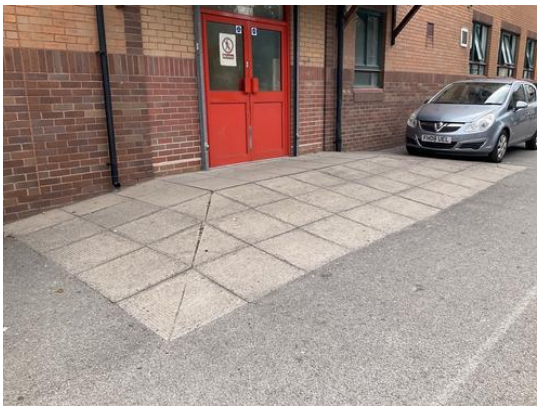

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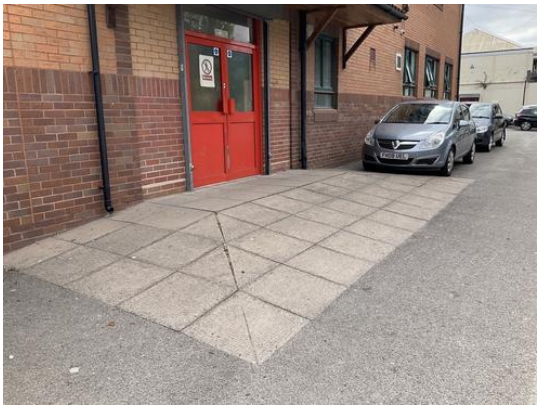

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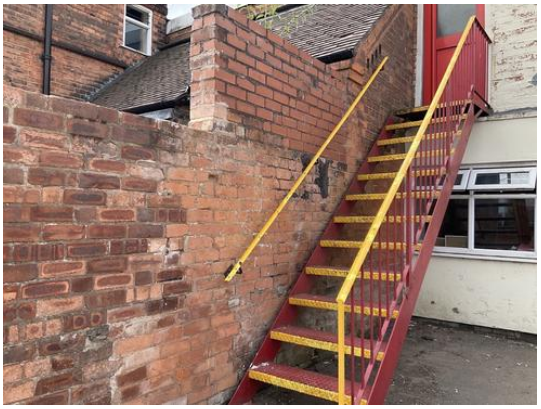

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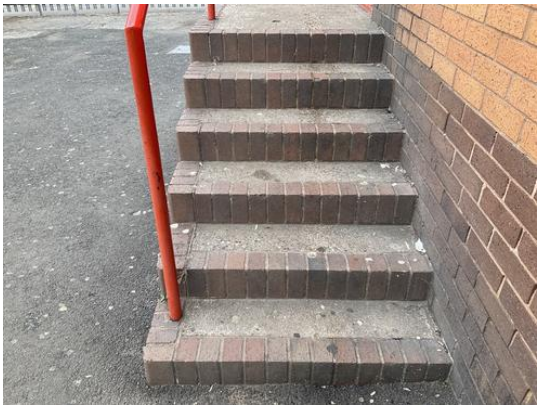

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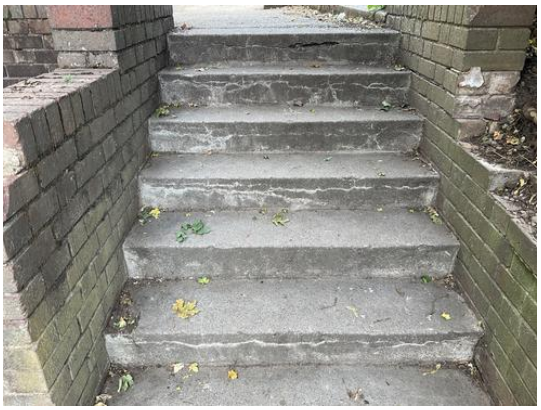

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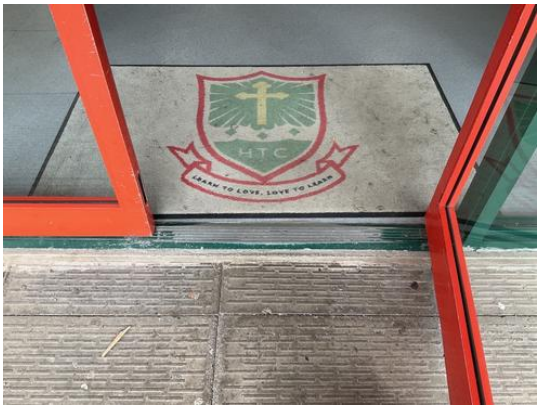


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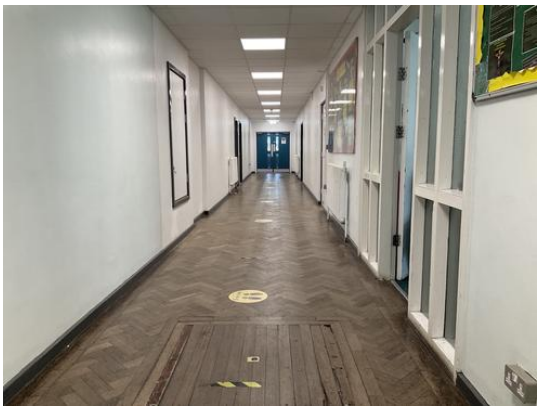

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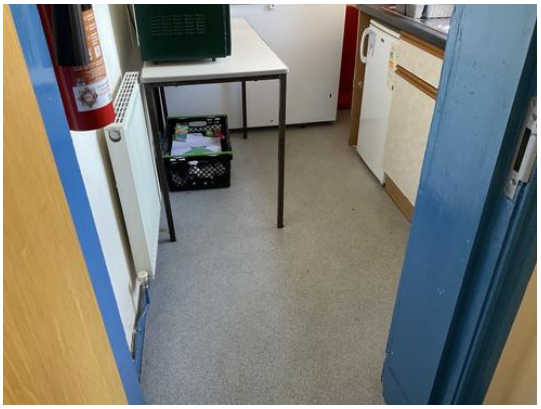

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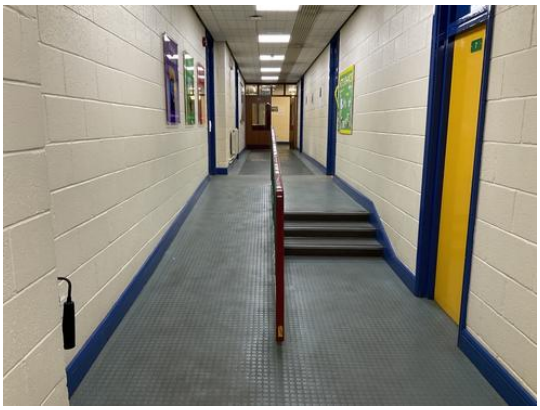

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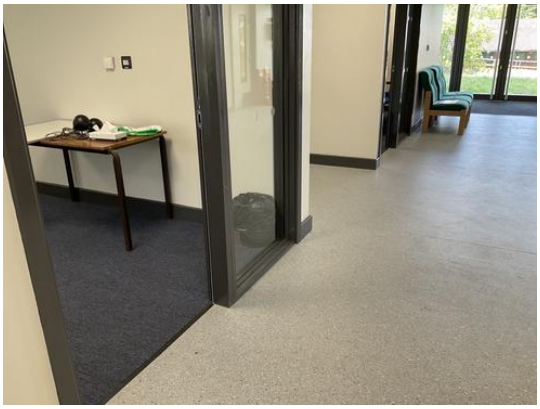

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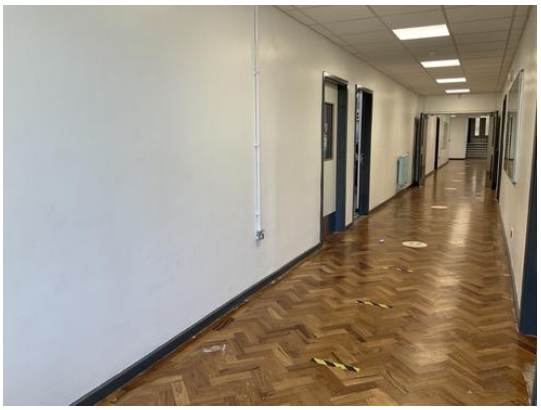

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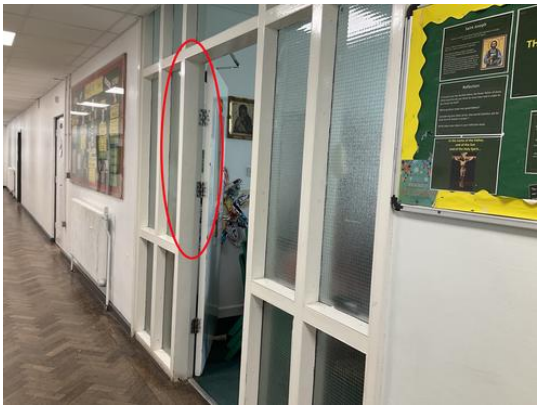

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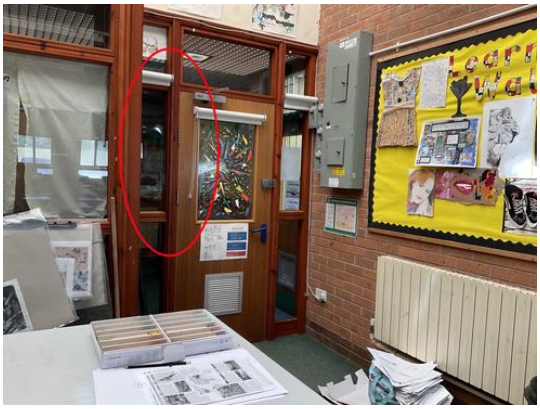

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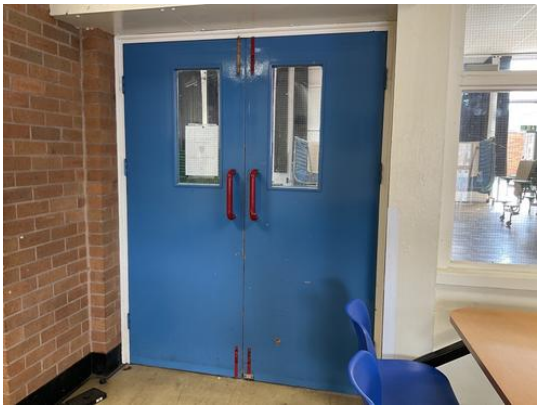

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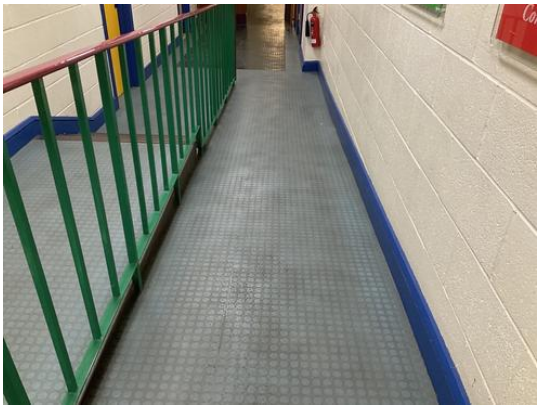

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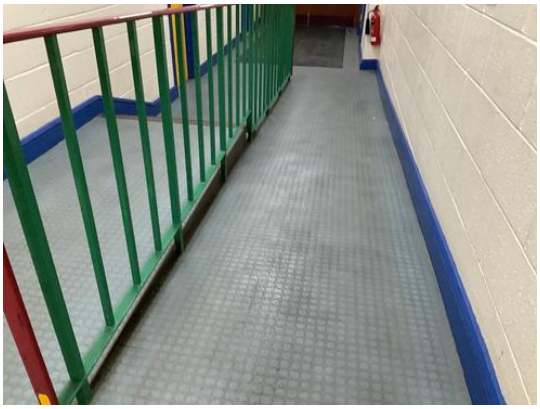

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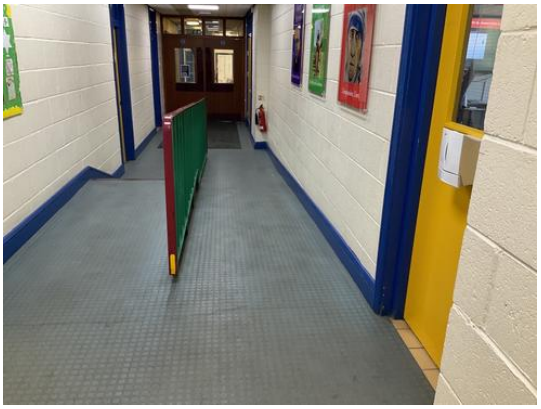

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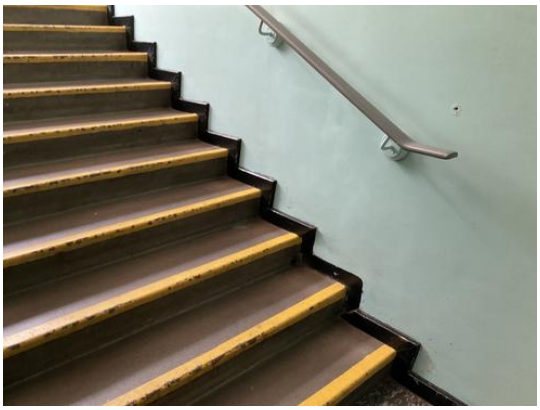

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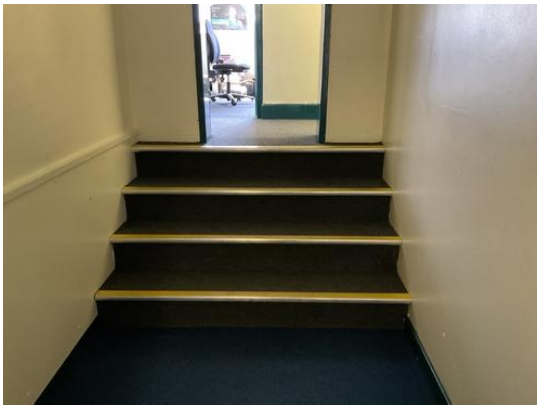

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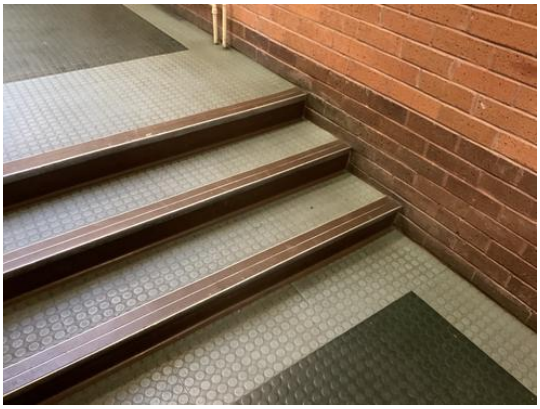

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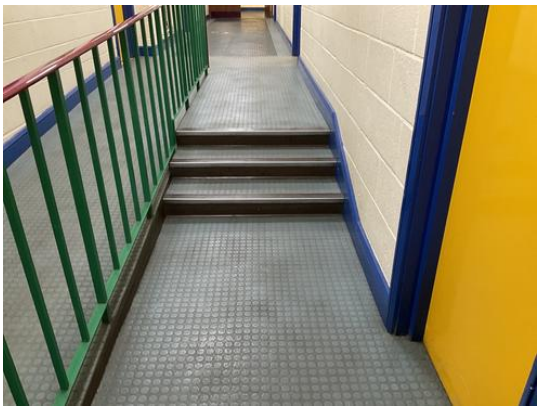

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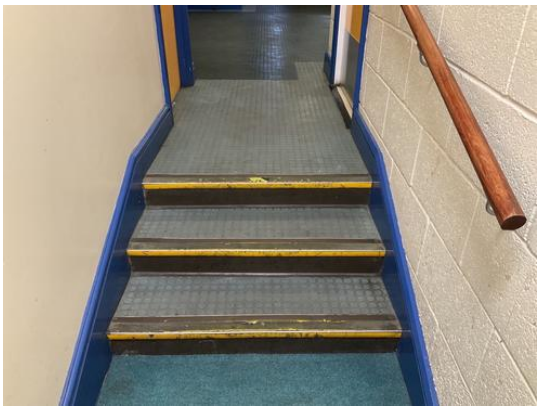

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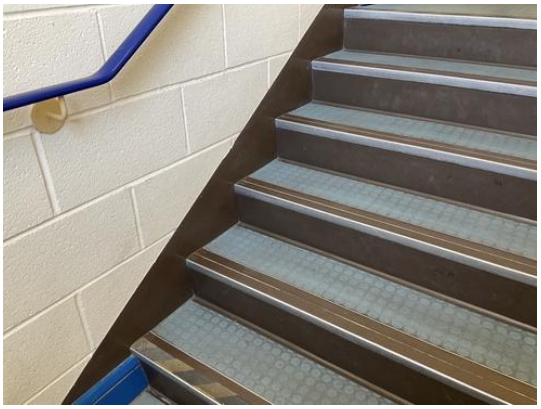

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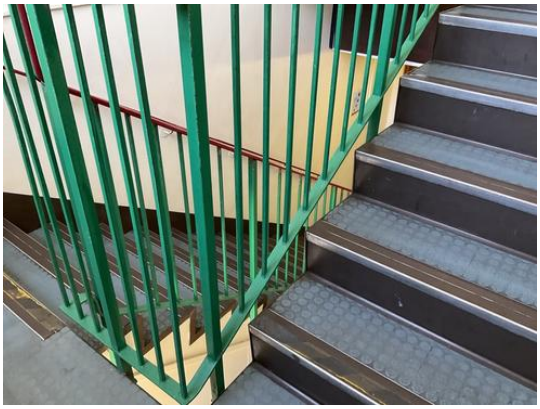

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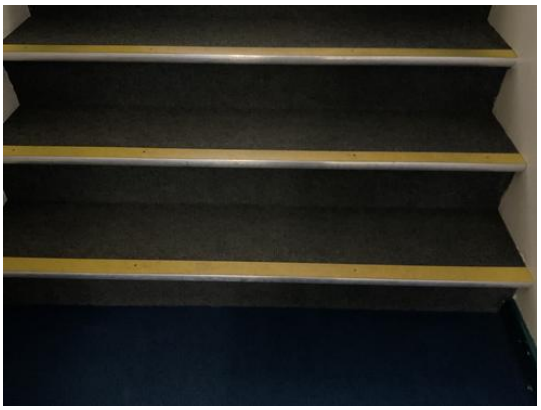

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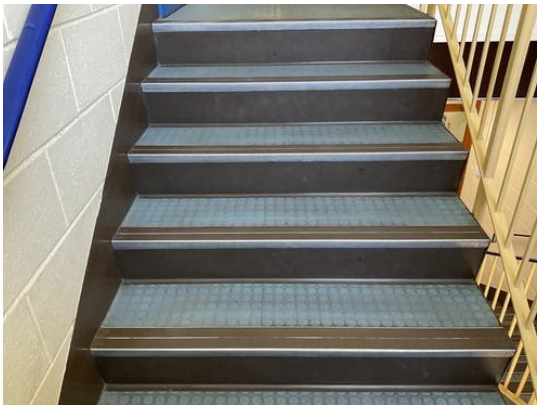

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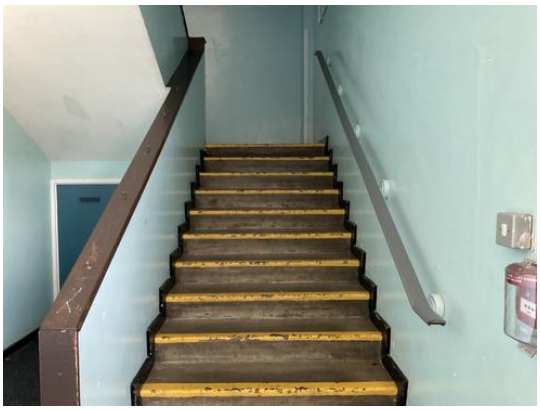

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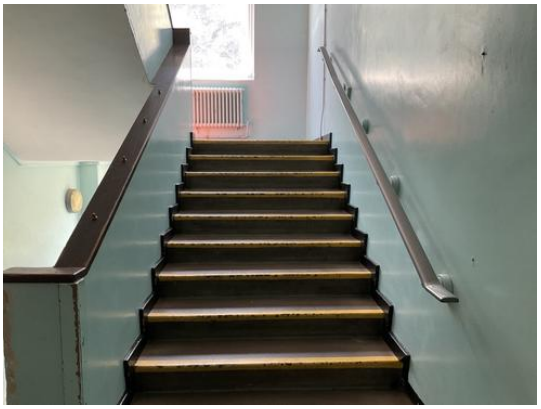

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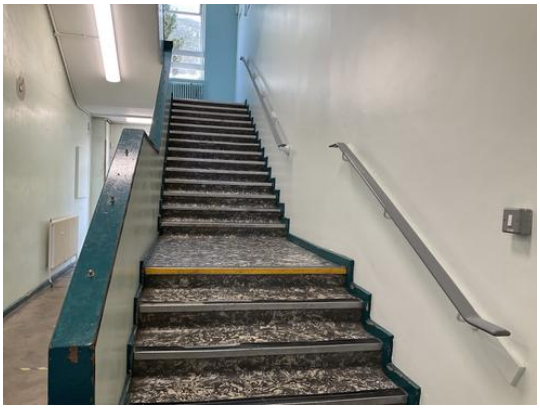

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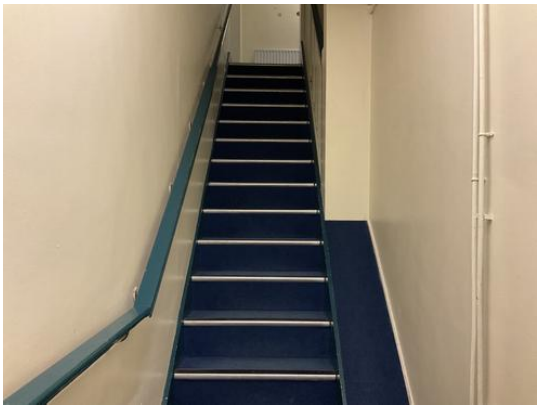

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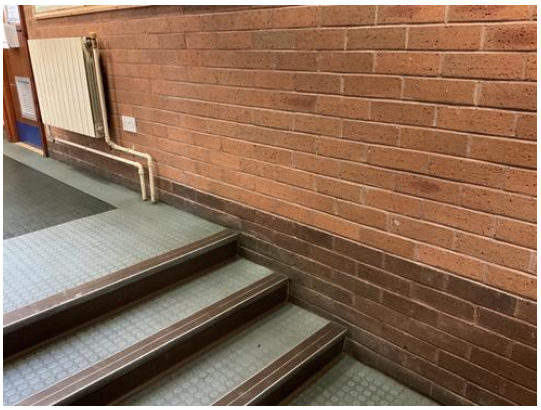

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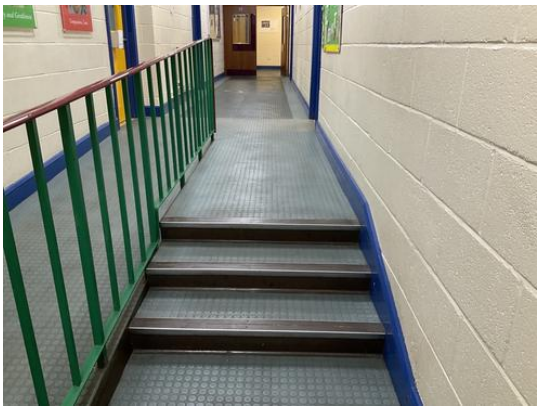

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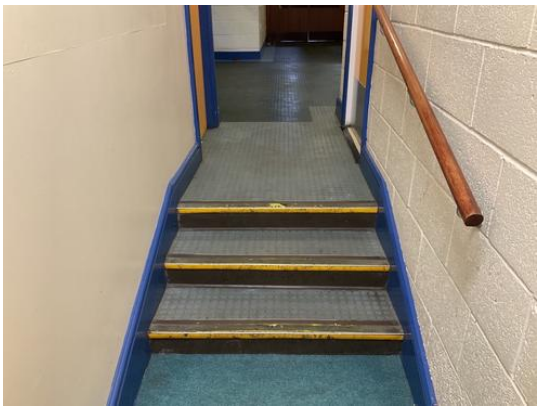

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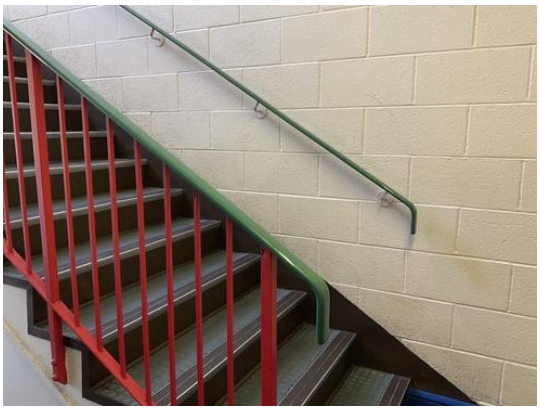

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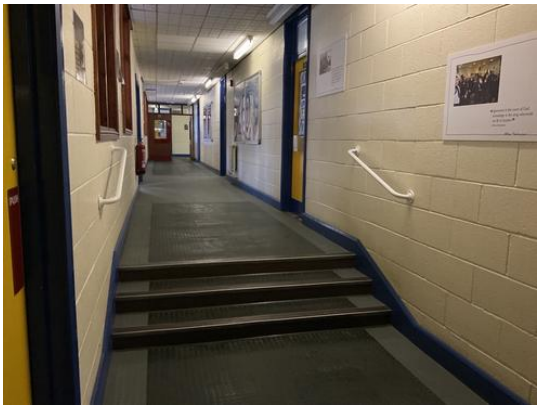

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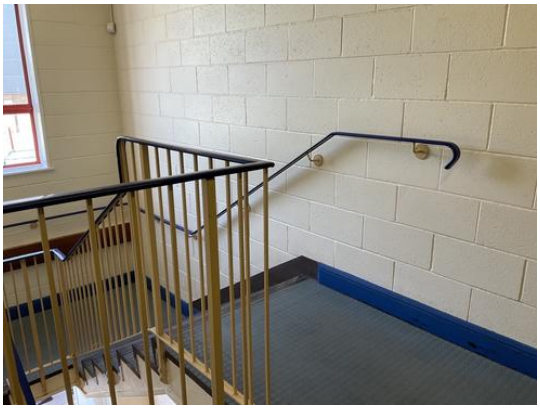

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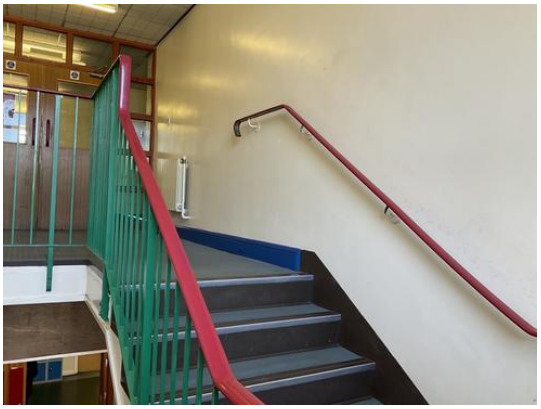

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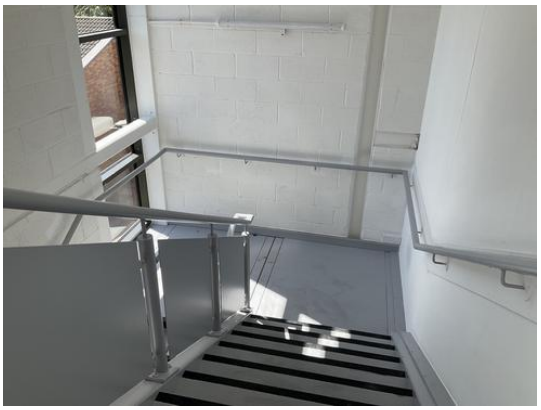

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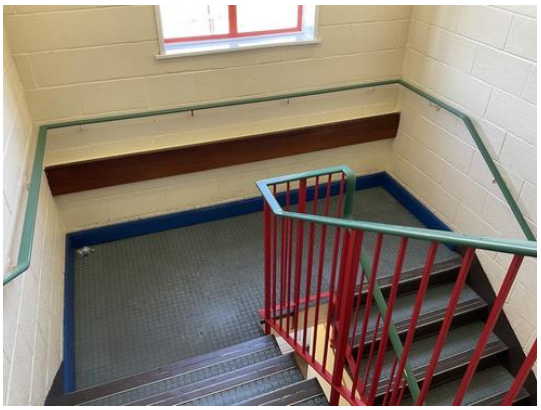

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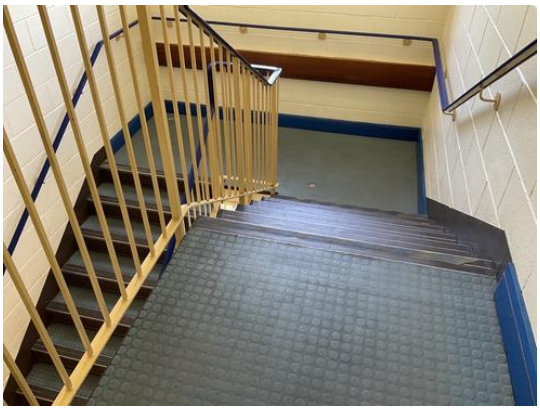

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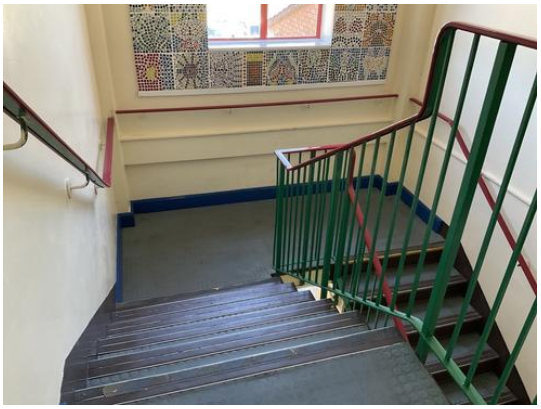

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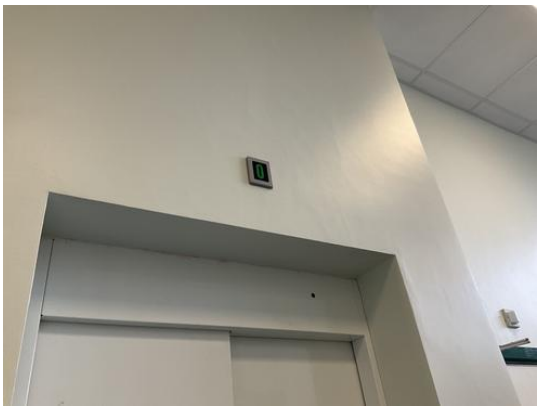

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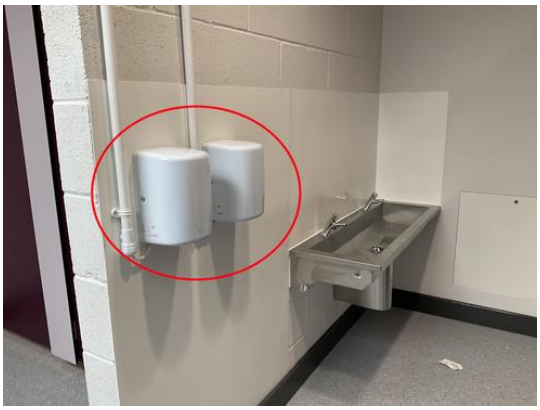

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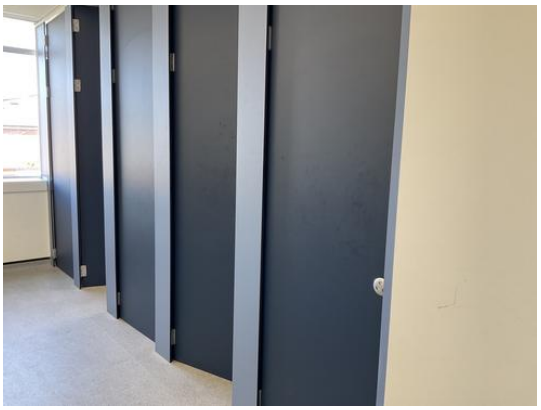

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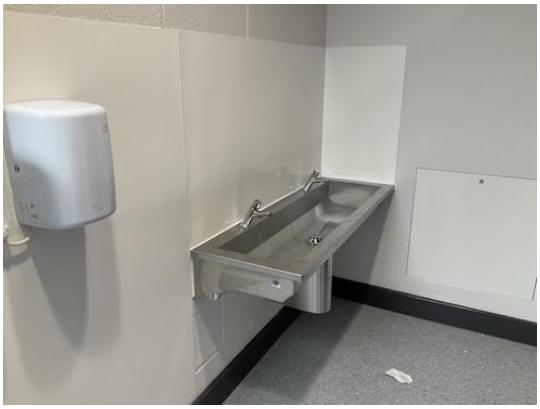

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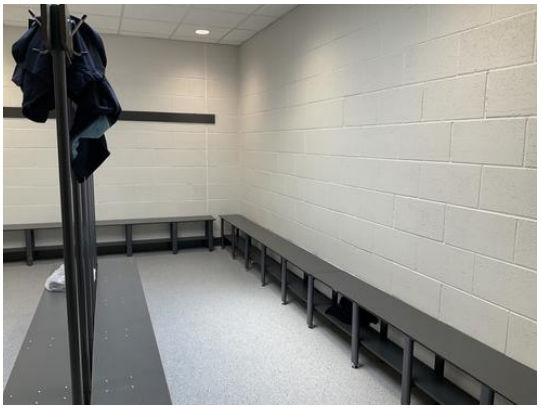

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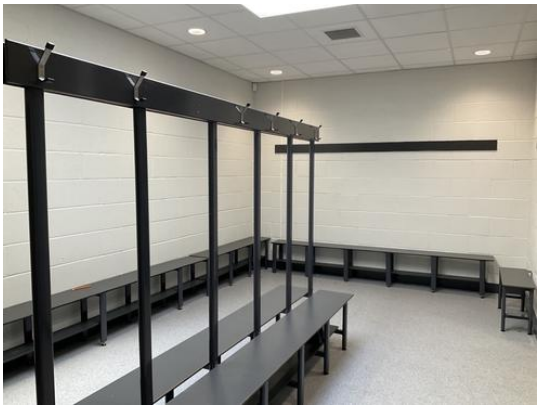

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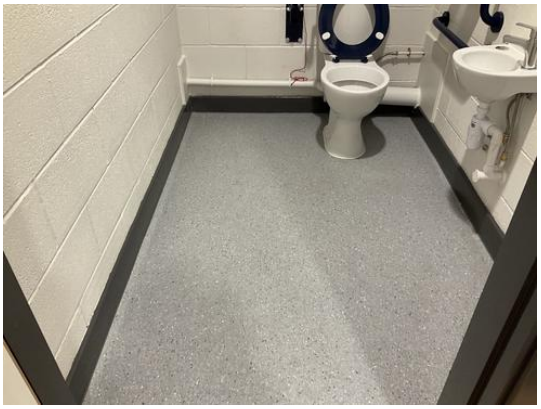

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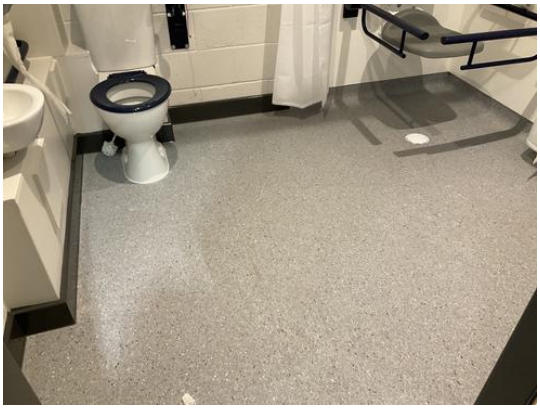

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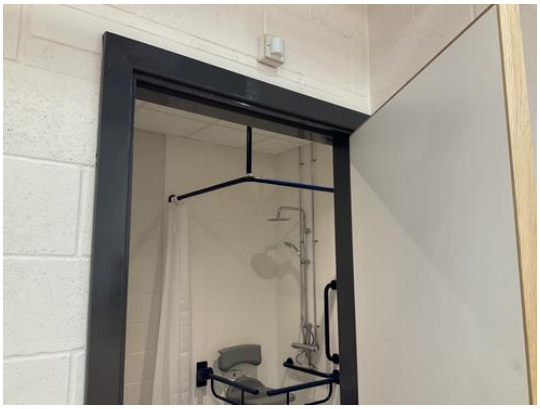

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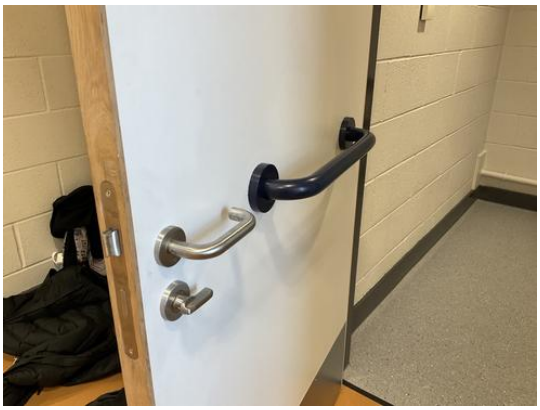

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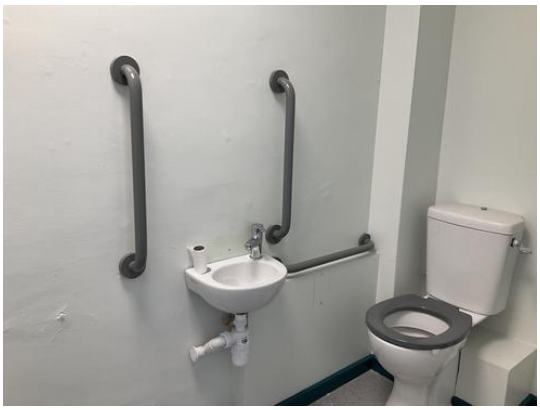

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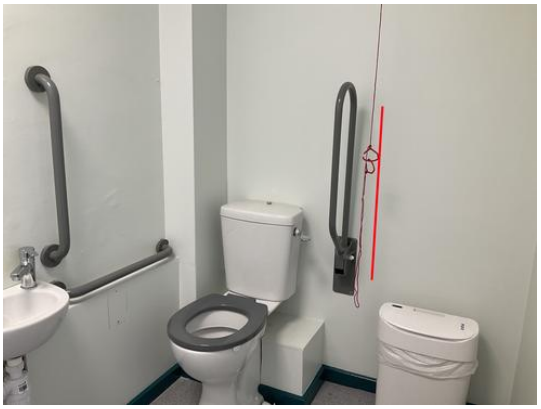

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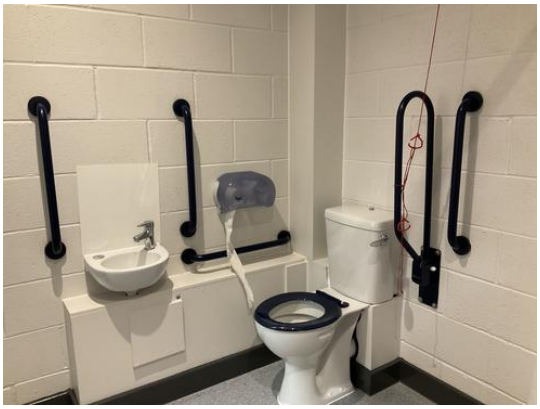

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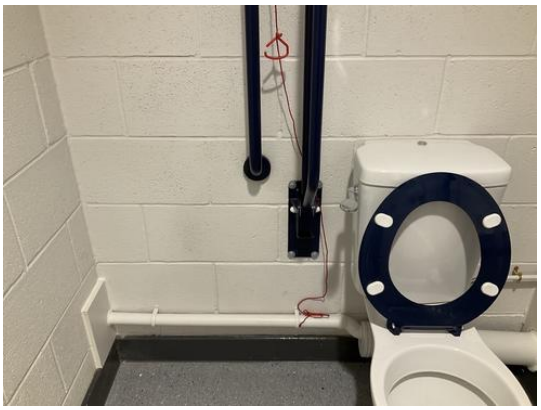

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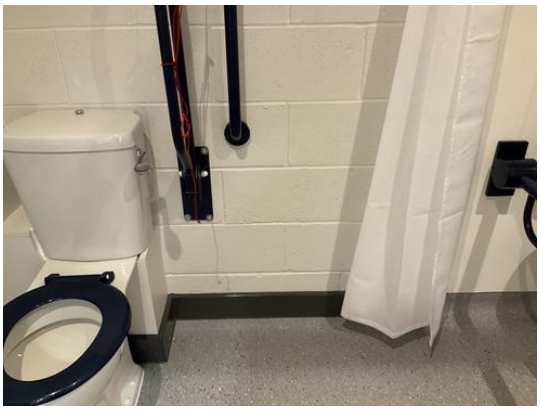

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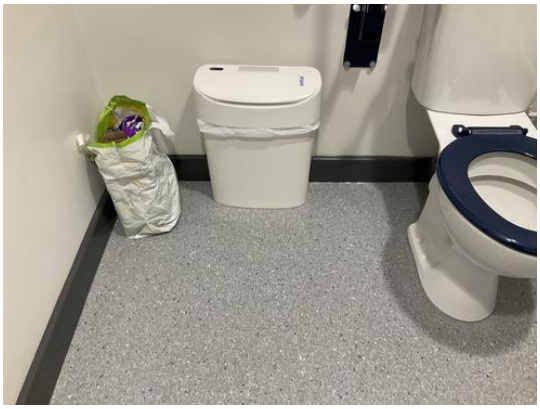

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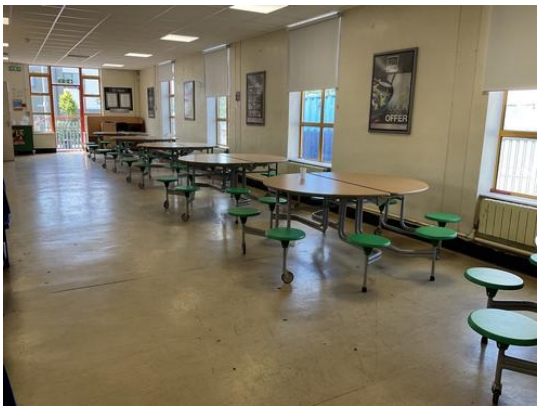


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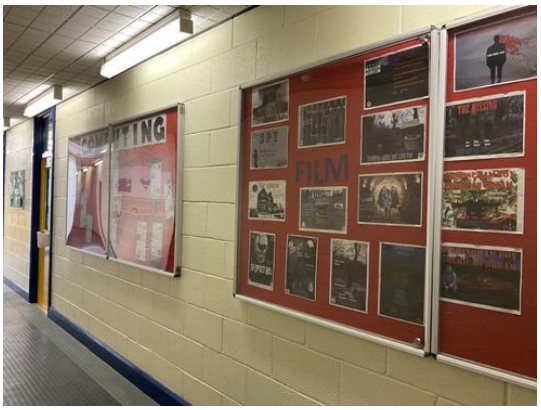


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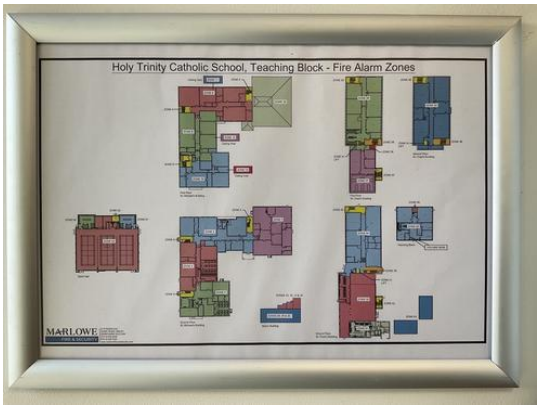


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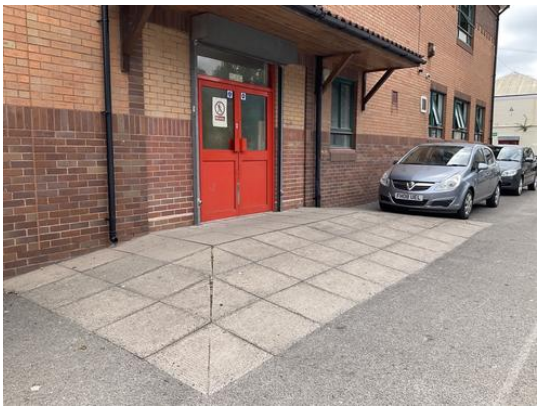

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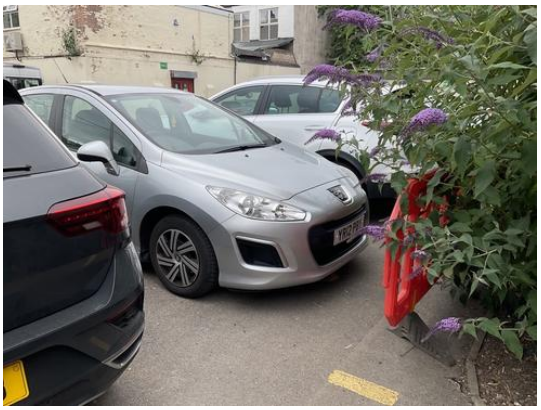

Photo 461

Photo 462


Photo 463