HOUSING &PROPERTY SERVICE

ACCESS AUDIT REPORT

LYNDHURST JUNIOR SCHOOL A King's Group Academy

Contents

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ACCESS AUDIT REPORT

Lyndhurst Junior School - A King's Group Academy

INTRODUCTION

The Access Auditor visited the school in 25 January 2017, to carry out the access audit survey. During the visit, the auditor met Reception staff, Site manager Mr. Mark Fairbairn and Helen Merel the INCO (inclusions officer) and a class teacher to ascertain the building users and the facilities available for disabled people.

Purpose of the Access audit

Since the year 2002 and in anticipation of The Equality Act 2010 (Formerly DDA 1995) and to comply with DFES requirements for Strategic and School Access plans, all Schools in UK have a legal duty to publish their Special educational needs (SEN) and disability information.

Due to this legislation, Portsmouth City Council's Housing & Property Service Statutory Services, continue to produce an Access Audit for each School every 5 years in order to assist with whatever building or services barriers require address.

The Special Educational Needs and Disability Act together with The Equality Act 2010, require that those in education must promote equality in all aspects of pupils' learning experience. This demonstrates a continuing but increasing challenge for local authorities and designers alike. In addition, statutory authorities have a duty to improve access and inclusion and to provide disability equality schemes outlining their intentions.

Background

The Special Educational Needs and Disability Regulations 2014 with The Equality Act 2010, require that those in education also necessitate in promoting equality in all aspects of their learning experience. This demonstrates a continuing but increasing challenge for local authorities and designers alike. In addition, statutory authorities have a duty to improve access and inclusion and to provide disability equality schemes outlining their intentions.

The statutory ‘SEND code of practice: 0 to 25 years’ came into force on 1 September 2014. Separate guidance on managing the change to the new SEND support system is also available. Everyone receiving support will have transferred from the old system to the new by 2018.

This statutory code contains:

- details of legal requirements that you must follow without exception
- statutory guidance that you must follow by law unless there's a good reason not to

It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

This code of guidance entitled " Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organizations which work with and support children and young people who have special educational needs or disabilities" has a much wider reaching guide for schools ensuring good management for disabilities is catered for.

This Document replaces the 'Special educational needs (SEN): code of practice' 2001. The 2001 code still applies for those who have a SEN statement under part 4 of the Education Act 1996, rather than an education, health and care (EHC) plan under the Children and Families Act 2014.

In addition to this, the following guidelines are applicable for schools, some of which are applicable to specific types of schools.

- There have been many changes in the legislative educational papers such as BB102, which is replacing papers BB77, BB91 and BB94. All of these papers may have an impact on the requirements for this local authority's programme for improvements for the future. *Building Bulletin 102* includes sample accommodation schedules for different sizes and types of school. The Department plans to provide additional schedules on this site from 2009.

- This year there is also many other changes in the legislative educational papers such as BB102, which is replacing papers BB77, BB91 and BB94. All of these papers may have an impact on the requirements for this local authority's programme for improvements for the future. *Building Bulletin 102* includes sample accommodation schedules for different sizes and types of school. The Department plans to provide additional schedules on this site in 2009. For mainstream primary schools, *Building Bulletin 102* should be read in conjunction with *Building Bulletin 99: Briefing Framework for Primary School Projects*.

- It must be noted that BS 8300: 2009, further includes additional considerations such as LRV for colour and contrast and visual clarity and is considered the best basis for inclusive building design.

- Document M (2015) is considered as the basic criteria and did absorb much of the best practice design guidelines from BS8300: 2001 due to the research findings during the course of developing the latter Document.

- The Public Sector Equality Duty has superceded 'The Disability Equality Duty' and it came into force on 5 April 2011. There is a guide which provide an overview of the equality duty, including the general equality duty, the specific duties and who they apply. They cover what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. See under http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/ for more information.

What is the public sector equality duty?

The public sector equality duty consists of a general equality duty, which is set out in section 149 of the Equality Act 2010 itself, and specific duties, which are imposed by secondary legislation. It is now considered as the general equality duty and this came into force on 5 April 2011.

In summary, those subject to the equality duty must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are sometimes referred to as the three aims or arms of the general equality duty. The Act helpfully explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

The new duty covers the following eight protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first arm of the duty applies to this characteristic but that the other arms (advancing equality and fostering good relations) do not apply.

Since September 2005, schools should have drawn up the accessibility plans and strategies but the implementation of works is seen as "anticipatory" and ongoing.

The purpose of the Access Audit should assist in making these decisions and planning how and when such improvements can be implemented.

SUMMARY

Outline of key issues to be addressed

- Lower the gate intercom system to between 750 mm and 1100 mm above ground level.
- Remodel Year 3 stepped access to extend the platform, provide handrails, and highlight colour band for the step nosings.
- Widen doors where indicated to be less than 750 mm door panel width.
- Improve corridor fire doors so that they are easy to open.
- Rearrange the classroom door (*and others if appropriate*) to open into the room.
- Slacken off corridor doors where indicated as being too heavy.
- Provision of hearing loops for the reception Desk, Hall or main meeting room.
- Improve the staff ladies toilet facilities and include an ambulant toilet facility.
- Modify one of the staff male toilets to include an ambulant toilet facility.
- Provision of direction signs to both wheelchair accessible toilet facilities.
- Improve lighting levels near the staff room and staff ladies toilet block.
- Investigate how access to the staff room, library and computer classroom on upper floor level may be achieved.

DISCLAIMER

This Access Audit cannot guarantee total compliance. The report is not a Health & Safety Document, nor does it constitute legal advice.

ASSESSMENT

This building has shown that it is 92.16 % compliant with Document M (2015) of the Building Regulations whilst the PCC DDA Assessment has shown that it is 89.56 % compliant.

92 % Compliance with Part M of the Building Regulations

89 % PCC assessment of accessibility

SITE ADDRESS

Lyndhurst junior school - A King's Group Academy
Crofton Road,
Portsmouth.
Hampshire
PO2 ONT

FUNCTION AND ORIGINS OF BUILDING

The school is a two-storey Edwardian purpose built school which was designed and constructed by the year 1914. It is set in a residential environment in Crofton Road in Portsmouth.

Since the last access audit, Lyndhurst Junior School became a King's Group Academy since March 2016, which has strong emphasis in languages other than English. The head teacher has said in the school website, "We *are introducing Spanish as our chosen Modern Foreign Language which will also continue into their secondary school*."

This underpins the importance of ensuring pupils with hearing and language development issues have supporting resources and devices to ensure that they keep up with their peers.

This school does have listening devices (Hearing loops) for children who need extra help to hear during the classroom situation. This is excellent.

The school accommodate 482 schoolchildren between the ages of 7 –11 years of age. Of these children, some have hearing impairments of which four wear hearing devices as neck loops. There is one pupil with Diabetes; one using a Colostomy bag; five pupils have Asperger's and two have Epilepsy. There are currently no pupils using wheelchairs or with physical disabilities at the time of writing this report.

There are approximately fifty members of staff and eight Governors at Lyndhurst School. One member of staff has MS therefore issues, as door-opening forces will be an important factor.

Of the eight Governors, one member has a Hearing Impairment, which flags up the importance to ensure that hearing devices are available for meetings. If hearing devices alone are insufficient, a backup of using an electronic note taker can be a helpful resource. This is because in most cases, a hearing-impaired person attending a large group meeting cannot lip read and take notes at the same time as those who have good hearing. A detail of this resource is at the back of the report under *'Other considerations*.'

In addition to this, the school do have the support of volunteering parents who visit the school to participate in assisting children with reading skills. One parent uses a mobility scooter.

After the first access audit of year 2002, the school undertook some disability access improvement building works. This included new entrance refurbishment which eradicated a non-compliant ramp; provision of Reception area and desk; a music room; a wheelchair accessible WC facility plus additional toilets, one of which is designated as an ambulant cubicle for using a toileting support frame.

The above works are still in place and it would seem that since the last Access audit in 2012, some further external improvements have since been completed. For example, there is a now full compliant Document M Building Regulation ramp from the North West exit door. There has been a further improvement for pupil toilets and the Gents' staff toilet, which takes the space of the redundant wheelchair accessible toilet seen in 2012.

SUGGESTED IMPACT OF WORKS FOR COMPLIANCE

At the end of each item of recommendation, I have suggested what level of Impact that issue has for a person with a disability and what remedial action to consider.
The following table is guidance for the works to be implemented and a suggested scale that might be considered when preparing an Action Plan.

Assessment score	Level of Impact	Suggested Time scale for remedial action
1- 5	High Impact	**6 Months** This has a severe impact for a person with a disability and may have some H&S issues/potential safety consequences.
5 -10	Medium Impact	**1 Year** Remedial works could form part of next planned maintenance/ refurbishment programme.
10 -15	Low Impact	**Within 2 years** Whilst this is not a pressing issue at time of the report, the impact may change later to upper category if a person with a disability is present at a future time.

RECOMMENDED IMPROVEMENTS FOR COMPLIANCE WITH CURRENT DOCUMENT M (2015) OF THE BUILDING REGULATIONS

Location	Problem	Recommendation
Access to main entrance door	The approach to the building is in accordance with Document M of the Building Regulations. **Effect Analysis** This is very helpful for people with disabilities. **Impact - Excellent**	No further works are required for this item
External Access- Drop Kerbs	There are drop kerbs to the front of the building. **Effect Analysis** This is helpful for people with disabilities. **Impact – Excellent**	No further works are required for this item.

Location	Problem	Recommendation
Car Parking Facilities	There is no established car parking facilities for staff or visitors' with disabilities. However, the school have an excellent arrangement that with prior arrangement, disabled drivers allowed to park in the playground during events. **Effect Analysis** Highway Roadside situation: If no reserved spaces are provided, a wheelchair user being dropped off or as a driver will have difficulty visiting this school. However, the school's private arrangement is excellent and is welcoming. **Impact- Excellent (***Private arrangement***)**	It is recommended that the school website highlights the schools private parking policy by prior arrangement for disabled drivers or passengers. It is appreciated that there is no potential to install a car parking bay within the site.
External steps to all areas	**North Door Year 3 Steps** Year 3 has a stepped access. It does not have any handrails or highlight colour band for the nosings. It also does not have the corduroy tactile warning surface to forward blind people using white guidance canes that there are steps present. **The Art room and Cookery Room Portacabin - Steps** Access to the portacabin is via an integral ramp and step access. The integral steps do not have any highlight colour band for the nosings. and handrails.	**Year 3 South Doors** As part of the school action plans, it is recommended to remodel the external steps so that there is adequate platform from the exit door. *There should be a 1200 mm clearance on the platform between the opened door and top step. See Document M Building Regulations for more details.* If it is safe and appropriate to do so, provide 'corduroy' tactile warning surfaces to the top and bottom approach to the steps.

Location	Problem	Recommendation
	It also does not have the corduroy tactile warning surface to forward blind people using white guidance canes that there are steps present. There are handrails to both sides. However, the widths of the handrails are not in accordance with document M of the Building Regulations. They do not serve as a useful grip for those that need to hold onto the railing. The do not extend 300 mm beyond the bottom step. **Effect Analysis** Small pupils with disabilities or those with vision impairments may feel very vulnerable using these steps. **Impact 1- 5**	Provide 'warm to touch' polyester powder coated handrails for both sides to Document M (2015) of the Building Regulations. Provide tonal/colour contrast to step nosing to assist visually impaired visitors. **Portacabin Steps** Provide additional 'warm to touch' polyester powder coated handrails for both sides to Document M (2015) of the Building Regulations. This should be positioned to enable smaller people use them. Provide tonal/colour contrast to step nosing to assist visually impaired visitors. If it is safe and appropriate to do so, provide 'corduroy' tactile warning surfaces to the top and bottom approach to the steps. Check that the building management is geared up for Fire Escape standard under Document B Fire Safety Building Regulations for means of escape for disabled people.
External Access - Ramps	The three external ramps from North west Door, Music room wing and The Art room and Cookery Room Portacabin comply with Documents M of the Building Regulations.	Apart from maintenance there is no further works are required for this item.

Location	Problem	Recommendation
	Effect Analysis These are in full compliance with Documents M of the Building Regulations **Impact - Excellent**	
External Access Steps from Fire Exits and Corridors	Some exit doors leading to outside areas have one stepped platform. There is no step nosing highlight colour band to warn of these stepped platform. In wet weather and dull lighting conditions, these are not clearly visible. **Effect Analysis** The stepped platform prohibits wheelchair access. Without the highlight colour band for the steps nosing, visually impaired people might easily trip up on them. **Impact 1- 5**	The dimension between ground level to step is minor. One solution is to raise ground level so that it is flush with door thresholds. This will provide level access from the grounds for wheelchair users as well as eliminating the hazard for visually impaired people.
Fire exit doors- Year 4 Yellow inner door panels	These door panels are only 740 mm clear widths. These doors are also extremely heavy to open at more than 50N.door force. **Effect Analysis** People with muscle weakness cannot open the doors. People with walking aids may find the doors too narrow to use. **Impact –1- 5**	Consider replacing 1 set of double doors with a wide single leaf door of 800mm minimum (1000mm preferred) and a smaller clear panel. It is recommended to adjust the door opening force to comply with Document M and BS8300. See door opening forces guide under '*Other considerations'.*
South Door outer door panels	This exit is stepped with narrow double door panels of 610 mm and 690 mm. **Effect Analysis** A stepped access prohibits wheelchair	Modify ground levels in order to make provision for level access for wheelchair users. Consider replacing 1 set

Location	Problem	Recommendation
	access. Wheelchair users and others using mobility aids may find the doors too narrow to use. **Impact –1-5**	of double doors with a wide single leaf door of 800mm minimum (1000mm preferred) and a smaller clear panel.
Entrance Door	The door is a one and a half door arrangement (910 mm wider panel with a narrow door. This is in full compliance with Document M of the Building Regulations. However, the door opening force is very heavy to manage. **Effect Analysis** The wider main entrance door makes it easier for wheel-chair access – particularly those who are self-propelled. However, the heavy open door force hinders ease of access for disabled people. **Impact – Excellent -** *Wider door specification.* **Impact 1-5 -** self-closing *door opening force requires easing off to 35 Newton.*	It is recommended to adjust the door opening force to comply with Document M and BS8300. See door opening forces guide under '*Other considerations'.*
Reception Lobby Doors	The main lobby doors into the school are in accordance with Approved Document M (2004) Building Regulations. **Effect Analysis** This is very helpful-particularly as the door force is easy to manage. **Impact – Excellent**	No further work is required for this item.
Internal Doors-Classroom and other doors	Most of the internal doors are quite good. However the auditor noticed a classroom door (Room 9?) which opened out into the corridor. They are also very close to	Modify doors so that that as far as possible, they comply with Document M of the Building Regulations and the BS 8300 guidelines.

Location	Problem	Recommendation
	the lobby doors (North doors). Being a wide door, there is concern for passing persons in this corridor. The staff room door opens inwards. It is a very narrow door of 710 mm clearance and has no vision panel. During the audit survey, it was noticed that staff came in quite quickly. The Hall doors (Fire door) leading from the corridor are also extremely heavy to manage. The corridor doors e.g. adjacent to room 6PH have narrow panels measuring 680 mm each. Other corridor doors are sticking and not closing securely. **Effect Analysis** People could collide with the classroom door if there is someone passing by on the corridor. The staffroom door may be an issue for the staff member with a disability in that if close to an opening door, he/she may not be able to move out of the way quickly to avoid collision. Wheelchair users and those using walking aids will find it extremely difficult to open the narrow corridor doors independently. This is because the need to open both doors to get through. Outward opening doors into a busy corridor is a potential hazard under Document M (2) of the Building Regulations. **Impact –1-5**	Consider replacing the corridor double doors with a wide single leaf door of 750mm minimum (800mm preferred) and a smaller door panel. Ensure that they close securely and open with ease. It may be possible to rearrange the classroom door (*and others if appropriate*) to open into the room. This would eradicate the potential hazard for disabled people passing. If possible, widen the Staff room door to at least 750mm minimum (800mm preferred). Replace the door with Document M specification door with vision panels. If privacy is an issue, the glassed panel can be a frosted style but it will still highlight an approaching person behind the door. To all doors, check and slacken off the opening /closing forces wherever necessary. See door opening forces guide under '*Other considerations'.*

Location	Problem	Recommendation
Wheelchair Accessible WC	There are two wheelchair accessible WC facilities. These are located: 1) Near the Art and cookery portababin classroom. This is used for the Fun club. 2) 2) Adjacent to the new music room and within unisex pupils toilet block Both are very well designed and are in accordance to Approved Document in terms of dimensions and layout. However, **Toilet 1)** This is correctly designed in terms of dimensions. However it does not have a panic alert system. **Toilet 2)** This colour scheme is excellent with good colour contrast between the furniture and fittings. However, the pull door rail is white against the white door panel. The panic alarm is in the wrong location and it was tied up. There are no mirrors available for the hand basin or clothing check. **Effect Analysis** If someone suddenly feels ill in Toilet 1 there is no means of alerting for help.as this is outside of the school main building, this could have life threatening consequences. In toilet 2, people with vision impairments will have difficulty seeing where the fittings are. **Impact –1-5 Requirement** *for Panic alerter* for toilet 1) and relocation of alarm pull cord position to BS8300.	**Toilet 1** It is essential to ensure that a panic alarm for Toilet 1 is installed which will be routed and answered by reception area in the event of an emergency. **Toilet 2)** Provide a full-length pull cord alarm and ensure that it is never tied up. Installation and position of the pull cord should be in accordance with BS8300. Ensure that it is routed for rapid response by staff /or reception area. Ensure that both pull cords are never tied up. If someone falls to the floor, they have no means of reaching and alerting for help. This could have life threatening consequences. Consider repainting the door pull handle to colour contrast against the door panel. Provide mirrors in accordance with Document M and BS8300. **Check toilet 1**) has both mirrors, if not, install mirrors as above. See wheelchair accessible toilets guide under '*Other considerations'*

Location	Problem	Recommendation
Toilets for adult mobility impaired people. *(Ambulant)*	There are no ambulant suitable WC facilities for adult staff and visitors'. There is a staff member with a disability (MS). She or he may find it helpful to have a cubicle that have an outward opening door and support rails on both sides of the WC pan. For visitors' there should be a suitable facility available in both the male and female staff toilets. People with walking impairments who use mobility aids, (Ambulant) require a suitable Ambulant designed WC. Not all disabled people are wheelchair users. Most ambulant people will not use wheelchair accessible toilets because of the space around makes them feel vulnerable to falls. The ambulant layout WC gives greater security for those users and enabling them with short grab rails at close proximity. The size of cubicle is 800mm x 1500 mm with an outward opening door. This is much safer for them than a wheelchair accessible toilet because it limits the hazard of falling sideways. There is a staff member with a disability (MS). He or she may find it helpful to have a cubicle with an outward opening door and support rails on both sides of the WC pan. For visitors' there should be a suitable facility available in both the male and female staff toilets. There are no sides of toilet grab rails for support in any available WC cubicle in the staff gents and ladies toilets.	**Ladies staff toilet** From a design layout perspective, there is a lot of wasted space not usefully used. As a long term plan, it is recommended to ask a designer to remodel the layout so that better use of space is created. Choose a suitable compartment/cubicle and modify the door to open outwards. Document M (2015) of the Building regulations state that the activity space in front of the WC pan and the door should be no less than 750 mm clear of the door when closed. *** In a school/public building where a group of cubicles is usually from wall to wall, choose the cubicle at the end of the group. This will ensure that there are no collisions with passing people.* If necessary, Replace the toilet to comply with BS EN 997:2012. To enable variable height pan seat cover, toilet seat riser and integral trap. ***Toilet height to seat should be 489 mm a.f.f.l***. Refer to Document M (2015) of the Building Regulations Diagram 21

Location	Problem	Recommendation
	Staff Ladies toilet (Near Staff room upper floor) Entrance to the Ladies toilet is very narrow with bare minimum turning point from the lockers and the door. There is a danger of colliding with the door as it opens. There are three very tightly fitted toilet cubicles. All of the three cubicle doors open inwards and almost touching the WC pans. The three hand basins have taps, which are turn style versions. These are set into a vanity worktop measuring 850 mm a.f.f.l. Colour contrasts in the Ladies toilet area require improvement. The walls, furniture, and finishes are all in white/very pale colour. **Staff Gents toilet - ground floor area** This is a new refurbished toilet facility for male staff. The colour and contrasting scheme is excellent. However, the double hand basin is white against a white wall background. The two taps are lever action and these are an excellent choice for a more inclusive use for disabled people**.** There are two WC cubicles where the doors open inwards. **Effect Analysis** There is insufficient space for an ambulant user with walking aids to manoeuvre inside the cubicle.	for precise layout details. *See other considerations at back of this report, which shows the diagram.* **Optional:** Make provision for a panic alerter in the chosen compartment as the ambulant cubicle. **Staff Gents toilet** This room is almost ready to convert to an ambulant suited facility. The toilet cubicle adjacent to the coat hooks is ideal for rehanging the door to open outwards. Once this is achieved, the support rails, as shown on diagram 21 can be followed. Adjustment for the door lock will be necessary to complete the transformation. As with the ladies toilet an optional choice to install a panic alert is worth a consideration. When this is provided , install an ‘ambulant suited' sign on cubicle door face of each ambulant cubicle. Possible source for internal signs is PCMI 85 Northern Rd, Portsmouth PO6 3AH **Phone:** 023 9232 2828

Location	Problem	Recommendation
	Impact 1 – 5	
Pupils' Toilets for mobility impaired. *(Ambulant)*	People with walking impairments who use mobility aids, (Ambulant) require a suitable Ambulant designed WC. Not all disabled people are wheelchair users. Most ambulant people will not use wheelchair accessible toilets because of the space around makes them feel vulnerable to falls. The ambulant layout WC gives greater security for those users and enabling them with short grab rails at close proximity. The size of cubicle is 800mm x 1500 mm with an outward opening door. This is much safer for them than a wheelchair accessible toilet because it limits the hazard of falling sideways. The current pupil toilets are standard height and considered too low/high for ambulant users. There are no sides of toilet grab rails for support in any available cubicle. Most of the toilet cubicle doors open outwards which is a good foundation in which to provide ambulant facilities for children. The urinals do not have grab rails. The hand basins taps are push down style specification. This is an excellent choice as it is much easier to operate than turn style. Colour contrasts are very good in those areas. The walls, furniture, and finishes are all contrast effectively in colour. **Effect Analysis**	Refer to Document M (2015) of the Building Regulations Diagram 21 for precise layout details. *See other considerations at back of this report, which shows the diagram.* Choose a suitable compartment/cubicle and modify the door to open outwards. Document M (2015) of the Building regulations state that the activity space in front of the WC pan and the door should be no less than 750 mm clear of the door when closed. *** In a school/public building where a group of cubicles is usually from wall to wall, choose the cubicle at the end of the group. This will ensure that there are no collisions with passing people.* If necessary, replace the toilet to comply with BS EN 997:2012. To enable variable height pan seat cover, toilet seat riser and integral trap. ***Toilet height to seat should be 489 mm a.f.f.l***. Make provision for a suitable lock - this must be capable of being operated with a clenched fist. Make provision for a

Location	Problem	Recommendation
	Without support rails on the for the WC pans, it makes it difficult for walking aids users. **Impact 1 – 5**	horizontal closing bar fixed to inside door face. Make provision for two horizontal support rails for the sides of the WC pan. Install short grab rails to each side of one cubicle in each facility. Heights for the support rails are according to ages An *appendix note recommends a grab rail height between, 20 to 25 inches for ages 5 through 8, and 25 to 27 inches for ages 9 through 12. Information from USA* Make provision for a vertical grab rail to be on the wall 100 mm from the horizontal rail. This should be wall mounted on the same side as the cubicle door hinge. Provide a clothes hook set at 1400mm a.f.f.l next to the vertical grab rail. However, for the optional emergency pull cord, this should be in accordance with BS8300.
Corridor Areas	The corridor widths are okay. There are quite large areas of corridor spaces used for storage of teaching aids as well as 1- 2 -1 teaching areas. Some of the furniture has sharp edges, protruding into the walkways, which might be a potential hazard for those passing by; in particular, visitors' or children with visual impairments.	Provide a better layout to for these areas. Consider replacing sharp edged furniture with 'rounded edged' features. This would be neater and safer for all users. If future corridor proposals are implemented, ensure that

Location	Problem	Recommendation
	Effect Analysis Wheelchair users or those using walking aids may find navigating through these areas difficult to manage. People with vision impairments could collide with these items. **Impact 5-10**	the widths are not reduced to less than 1200mm clearance At corridor junctions, ensure, wherever possible, that wheelchair 'turning' points allow for diameter of 1500mm min.
Access to Upper Levels *(School building)*	There is no access for wheelchair users leading to the upper teaching areas. There is the library and computer learning suite on the upper level. The school manage rotating classrooms from upper level to the ground level for wheelchair users ort those who cannot manager stairs. That is acceptable for general subject based activities. However the special interest activities for library use and computer skills learning , there may be a problem. The two flags are 'Independence' and 'Isolation from learning with the main peer group' **Effect Analysis** . The 'Independence' in that a pupil unable to get to the library is denied that access to explore the library books rather than soemthing being brought down for them. The isolation aspect for computing activities is that although it is possible to feed computer bcabling to the ground floor to use laptops wirelessly, it is a concern that the disabled child might feel isolated from all of her/his friends upstairs. This could have an adverse impact on the individual's wellbeing and ability to makle friends.	It is recommended to carry out a feasibility study to provide a chair/stair lift to assist people with physical disabilities to the upper rooms. This will be more space saving and will not require the expensive lift chambers to be built to accommodate a standard size lift car. For the possibility of accommodating a wheelchair user pupil, consider making provision for a courtesy wheelchair on the first floor when the stair lift is installed.

Location	Problem	Recommendation
	This is not only difficult for the pupils but also for staff with mobility problems including parents and governors. This prohibits wheelchair access. **Impact 5–10** *There are no physically disabled pupils at the time of writing , but this may change in the next few years.*	
Internal Stairs	There are two internal staircases leading to the upper areas as mentioned above. There is also a split-level floor area leading to classroom 5MJ. There is colour/tonal contrast to the nosings. The handrails are continuous. The lighting level is good for most of the staircase - except for the area leading to the staff Ladies toilet and staff room. **Effect Analysis** Wheelchair users cannot access the upper classrooms, library and Computer suite. **Impact 1- 5** Improve lighting as indicated. **Impact 5–10** *There are no physically disabled pupils at the time of writing , but this may change in the next few years.*	If a stair lift is NOT possible and if wheelchair users are given full access to the ground floor level but wish to use IT facilities and library, make provision for these resources downstairs where it is linked to the upper floor suite. Continue to maintain the lighting levels to ensure that they are in accordance with CIBSE. Improve the lighting levels for the stairs leading to the Staff ladies toilet and Staff Room.
Hearing Loops	There are no hearing loops to the reception desk; hall or main meeting room. **Effect Analysis** This will prove difficult for people to hear vital information about the services or take part in a meeting/discussion. Deaf people will feel excluded.	Installation of hearing loops for main desk is a requirement under Document M (2015) (2) of the Building Regulations. It is recommended to make provision for a hearing loop for the reception desk as a priority.

Location	Problem	Recommendation
	Impact 1- 5	Provide a hearing loop for the main hall or main meeting room. Ensure information signs are in place when loops are installed and that a hearing aid user tests them. See at back of this report for more information.

RECOMMENDED IMPROVEMENTS FOR COMPLIANCE WITH THE EQUALITY ACT 2010 & Public Sector Equality Duty

Location	Problem	Recommendation
Gate access control unit.	The door control on the gate is slightly too high for wheelchair users. It is also an audible system, therefore not accessible to deafened people. **Effect Analysis** This may make it difficult for deaf people with hearing aids to understand the spoken instruction. **Impact 1-5**	Consider how this can be improved. Firstly, it needs to be lowered to a height between 750 mm and 1100mm above ground floor. Secondly, consider possibly installing a LED indicator to prompt caller to open door when invited to do so.
External lighting	There is sufficient lighting along the pathways towards the main entrance door. **Effect Analysis** People with disabilities, in particular visually impaired people are very vulnerable if lighting is poor. They are also prone to falls if they cannot see clearly. **Impact - Excellent**	Apart from maintenance there is no further works are required for this item.

Location	Problem	Recommendation
Reception Desk for Visitors'	The reception desk is well designed and in accordance with BS 8300:2009 Best Practice Guidelines. The five reception seating heights are too low in height at 390mm above floor level. The seating is a similar colour to the carpet therefore insufficient colour and contrast from the carpet. There are also insufficient armrests for standing up/sitting down support as they are positioned at each end of the unit seating. The lighting levels are very good indeed. **Effect Analysis** Those with knee and hip mobility difficulties may find standing up or sitting down on these chairs difficult because there is insufficient arm rests to give them support. Visually impaired people looking down for a seat may not be able to clearly see where the chairs are due to the similarity of the colour scheme between the chairs and carpet. **Impact 5-10**	Consider recovering the waiting area seats with new colour contrasting fabric. Provide an additional chair seating with arm rests on both sides of a seat. Ensure that the additional seat height is at least 475 mm a.f.f.l. and have armrests on both sides of the seat.
Hearing Loops 1-2-1 Teaching Situations	There is personal hearing loops for 1-2-1 teaching of deaf pupil/s. **Effect Analysis** This makes it easier for deaf pupil/s with hearing aids to cope with their lessons. **Impact- Excellent**.	Apart from maintaining hearing device, there is no further works required for this item.
Sound Field Systems: Teaching Purposes for	For teaching purposes, recent discussion has promoted the awareness that Soundfield systems with accessories to link to hearing aids worn by pupils are	Discuss the needs with the specialist unit for teaching deaf pupils. Ensure that if you are going to use this

Location	Problem	Recommendation
Deaf Pupils	better than a hearing loop. The headteacher will need to discuss whether this is required when accepting a deaf pupil to the school. **Effect Analysis** Without proper equipment for teaching deaf people, many will lose out during their lessons. **Impact 1-5** *Discuss and decide if sound field system is required when deaf pupil is attending the school.*	system, that it is compatible for the deaf children's hearing aids and that the correct accessories are purchased for them. Educational Psychology Service, Floor 4 Core 4 Civic Offices, Guildhall Square Portsmouth PO1 2EA Email: educational.psychologyservice@portsmouthcc.gov.uk Telephone: 023 9268 8781 Liz Robinson, Principal Educational Psychologist
DDA Training – Hearing loops and Deaf Awareness for teaching and support teaching staff.	The Access auditor was advised that no one really knew how to use the hearing loops. It is likely therefore, to find that the portable loop will not be charged yup in readiness for use due to lack of knowledge. **Effect Analysis** Disabled children and visitors will feel excluded from their peers. They will miss vital information regarding the school's activities. **Impact 1- 5** disabled children attend this school.	Arrange for all front line staff and teaching staff to have Deaf awareness training. Ensure that the course includes proper training on how the hearing loop works and how to operate the loop system.
Fire/Tactile Alerters for Deaf People	The fire alarm in this building is both audible and visual. **Effect Analysis** This is very helpful for hearing impaired building users during the working day. However, there may be incidences whereby a deaf staff member is working	Contact the Fire Safety officer for details for consideration for a provision of a tactile pager. It may not need a fire alarm panel for linking because these devices are usually activated by radio signal.

Location	Problem	Recommendation
	in isolation. He/she may not hear the alarm if sounded and could be put into considerable risk. **Impact 1-5** *discuss this action if there are deaf or hearing impaired people present.*	
Next Generation Text Relay telephone system *Formerly called Text Relay System& RNID TypeTalk*	The School managers are not aware of the Next Generation Text Relay telephone system (Text Relay system). They will benefit from attaining more information about this. Hearing people do not have to purchase any equipment to use the system; however they do need to be aware of how to use this. **Effect Analysis** Hearing impaired people wth a text phone can and need to be able to use this system when seeking information via telephone. If the school is unaware of how this works, there is a tendancy they will mistake this for a telesales and hang up on the deaf member of public/parent. **Impact 1-5**	It is now essential to train front line staff to promote the importance of being aware of the alternative ways of communication with deaf parents and others via Next Generation Text Relay telephone system. As Text Relay is a link to Minicom users, ensure that all your staff is aware of this facility You can write to them at : NGT Text Relay Systems. c/o Internal Box 14 Telephone House 170 – 175 Moor Lane Preston Lancashire PR1 1BA Their website is http://ngts.org.uk/textrelay_index.php
Telephone for employee	The telephone may not be readily available for deafened staff. The current telephone maynot have an inductive coupler. **Effect Analysis** Deaf staff cannot use the current phone independently. **Impact 1-5**	If it is found that the current telephone is not compatible with hearing aid users' , it is recommended to change the phone model for one that is suitable for hearing aid users with 'T' switches on the aids Look at back of this report for more information. It is possible that Next Generation Text Relay service is more suited for

Location	Problem	Recommendation
		your deaf member of staff. See above clause and in the Other considerations section of this report.
Lighting Levels	Some areas were quite dark with insufficient lighting levels. E.g. the ladies toilet and staff area staircase. **Effect Analysis** People with vision impairments need adequate lighting. **Impact 5-10**	As part of the building's maintenance, check and correct all lighting levels so that it is in accordance with the CIBSE and BS 8300: See at back of this report for full details of appropriate levels set for specific areas.
Colour Schemes	Some areas have schemes that do not show contrast effectively - particularly seatign in Receptiona area. **Effect Analysis** People with low vision cannot identify elements clearly. **Impact 5-10**	Carefully consider colour and material finishes for future colour schemes: particularly to contrast between:- - Handrails in corridors Doors Door frames - Walls - Floors - Furniture fittings - Grab rails and sanitary fittings in WC facilities. See at the back of this report for more information.
Internal Signs/ Noticeboards	The present internal signs around the school are few and far between with no clear indication to the various areas such as directions to the hall, library, music room and computer area. In particular, there are no signs directing wheelchair users' towards the two wheelchair accessible toilets. One is located through the main hall and the	Improve signing internally so that all signs with important information are clear for all, including those with visual impairments and learning difficulties. If a blind pupil or as a regular visitor is present, provide Braille signs to

Location	Problem	Recommendation
	other is from the playground opposite the portacabin. **Effect Analysis** Vital way finding information is lost and this can be very stress inducing for all. **Impact 1-5**	principal doors accessed by visually impaired people. See at back of this report for more information.
The staffroom & Kitchenette	This area is not accessisbel for a wheelchair user due to the location of this room. Today, quite a few people with disabilities enjoy joining in with making snacks or beverages. The present layout makes this very difficult for wheelchairs, ambulant or people of shorter staure. The distance between worktops and wall is only 1300 mm clear.. All of the worktops are 900 mm a.f.f.l. with no lower work surface. The taps are 'turn style' version. The staff room furniture is reasonable giving good colour and contrast. There are tables for small meetigns as well as general rest peopids. There is seating with armreasts. **Effect Analysis** **Kitchen area:** If in the future ,they have a staff member of shorter stature the current worktop height may prove difficult for their safe use – especially when using the kettle. The prepration /working area of the kitchenette is too narrow for a staff member using walking aids	In a long-term action plan, it is recommended to increase the size of the kitchenette to accommodate staff using mobility aids. As an interim measure, consider adjustments to the present kitchen by introducing a lower level work surface area of 850mm for work surface activities. Ensure that all electrical switches are easily accessible from wheelchair level at the 600mm deep worktop. These dimensions are suitable for shared kitchen working areas for wheelchair users' and people standing. Switches should be no more than 100mm above the worktop or 150mm back form the front edge of the worktop. Consider replacing taps with those that are lever action taps. The school need to heed to the possibility of a future disabled member of staff joining this school.

Location	Problem	Recommendation
	People with dexterity difficulties will have problems using the current sink taps. **Staff area:** This is very inclusive for all staff, regardelss of whether they are able bodied or are ambulant. **Impact 5-10** *There are no wheelchair users' or ambulant / disabled staff members at the time of writing , but this may change in the next few years.*	Under The Equality Act 2010 section Employment Act part II, the school will then have a duty of care to ensure that he/she can be included in the staff room activities with their peer group. This will mean relocating the staff room should this occur. See at back of this report for more details.
Dining Furniture-Schools	The dining tables are folding trestle style. These should give adequate legroom for a wheelchair and those with balance difficulties. Although the seat heights are reasonable, they do not have armrests. **Effect Analysis** Wheelchair users can easily use the tables. However, pupils with hip/knee joint difficulties have no means of leverage when sitting down or standing up. Those with balance difficulties will not have the side support from the seat that would give them stability. **Impact 5-10**	Double check that that the tables provide legroom clearance of 650-700 mm to enable more comfort for wheelchair users' when seated at the table. Provide additional seating with armrests – allow at least 2 or 3 so that more choice is given to those that need extra support. See at back of this report for more details.
Media Facilities & interactive whiteboard for teaching	The Access auditor did not visit every classroom room therefore the following notes are a checklist for ensuring inclusive teaching is adhered. Is the whiteboard frame clearly colour contrasting against the wall? For sound /voice, are subtitling available	If it is found that there are no Teletext/subtitle facilities to the facilities, consider upgrading to a model that does. Provide a hearing loop to the TV sets.

Location	Problem	Recommendation
	for deaf /AD pupils? **Effect Analysis** Deaf people cannot understand the spoken speech with BSL clues only. Deaf people with speech are not BSL users, therefore cannot understand what is being explained. They will also be excluded from receiving important information affecting their lives. A vision impaired person will continue to write across the wall if they cannot clearly see the whiteboard frame in relation to the background/wall. **Impact 1-5**	Ensure that all training media have BSL and subtitles to comply with The Equality Act 2010. Ensure that walls are a clear colour contrast from the interactive whiteboard frame. Consider downloading suitable Educational programmes such as BBC iplayer that have the 'S' symbol displayed This means that subtitles are available to assist deaf people. See also additional information for training aids for disabled people.
I T Computer areas	On the upper level, near the library, there is a computer training suite. Sixteen laptops are situated around the worktops. The seating are tall stools but no adjustable seating. These stools are quite high and do not have armrests. **Effect Analysis** At the time of writing this report, there are no physically disabled pupils at this school. **Impact 5 –10** *if there are no physically disabled pupils at this school. However, this can change at a future date.*	Consider adding an adjustable IT table and seating with armrests. This may be preferred for a future ambulant pupil. If hearing impaired pupils are present, ensure adequate hearing devices are in place to aid them. Extra care is needed if making provision for a hearing loop for teaching purposes to magnetic field interference with the hearing aid 'T' switch setting. Look at back of this report for more information.

PERCENTAGE ASSESSMENT OF ACCESSIBILITY

This is a personal assessment system used by Portsmouth City Council and is provided as a means for monitoring access improvements and prioritising works. The method has been used on over 200 buildings. The initial assessment is reduced 20% per obstacle for Document M (2015) Regulations and 5% for THE EQUALITY ACT 2010.

Where an improvement is noted the percentage is awarded as this seems a fairer way to assess the building and gives a truer indication of accessibility

Document M (2015) (Deduct 20%)		**The Equality Act 2010** (Deduct 5%)	
	100%		**100%**
Car Parking Although there is no official designated parking space within the school ground for anyone. However, arrangement can be made prior to a visit for a disabled person.	**N/A**	**Orientation/Signs** There are no signs to direct people towards the wheelchair accessible toilets.	**95%**
External Access Steps-There are various external steps around the school building. These are from Fire Exits doors. Ramps- The three external ramps comply with Documents M of the Building Regulations.	**80%** **96%**	**Sensory(Vision & Hearing)** There are no hearing loops at this school.	**90.25%**

Doors The main entrance door is in full compliance with Documents M of the Building Regulations. Some doors such as fire exit and corridor doors are too narrow.	**100%** **80%**	**Facilities** *i.e. Play equipment, adapted surfaces for disabled people, Soundfield Systems; seating with armrests.* Some teaching and dining area does not have armrests. There are listening devices available for deaf pupils. The new play ship and surrounding play equipment is accessible for childrens with disabilities.	**83.73%** **90.24%** **94.52%**
Staircases There staircases are in full compliance with Documents M of the Building Regulations.	**96%**	**Communication tactics** The school need to update their knowledge on the new Text Relay systems for communicating with deaf people by phone.	**89.79%**
Lifts	**N/A**	**Reception/desk** The Reception desk is accessible for wheelchair users'.	**94.27%**
Ambulant Toilet Facilities There are no ambulant suited WC facilities for staff or pupils.	**76.80%**	**Environmental aspect** There is no access for wheelchair users' to the library or computer suite.	**89.56%**
Wheelchair Accessible Toilet There are two wheelchair accessible toilets for this school	**92.16%**		

OTHER CONSIDERATIONS

ARRIVAL ON SITE

Consideration needs to be given as to how a visitor arrives at this site. Assessment should begin from the nearest point of public transport (if applicable) in relation to the building/venue to be visited.

The building manager also needs to assess where the nearest designated car parking space is for disabled visitors' in relation to the principal entrance of the building. What aspects hinder or help the ease of arrival to the building in question via the path and routes to all of the entrance points.

If the access to this school were by bus services or trains, it would be helpful if the school took measures to advise where updated accessible public transport details and times. This can be achieved in a number of ways such as providing web page addresses on the building venue, posters or leaflets.

By doing this, the service provider will be going that extra mile which may in turn bring more visitors' to their venue which would make their service more ‘inclusive’ and accommodating.

The Equality Act 2010 and Equal Opportunities

The area that does need greater emphasis is on The Equality Act 2010 and Equal Opportunities for both, staff recruitment and customers.

It is recommended that Disability Awareness Training for the staff be provided for basic knowledge of special needs. It is imperative that we find ways of adapting to the situations in hand. In other words, how could the venue deliver their services in an alternative way?

Many of the answers for above lie with purchasing ancillary aids to assist customers with disabilities. Ensuring that facilities such as Hearing loops are on hand for their meetings, similar activities and a provision of accessible WC facilities.

It is recommended that special skill training for staff be invested. There is a growing trend for service providers to use sign language. This is apt for this venue in almost all areas of their business.

There is also a need to provide larger print brochures and printed matter to assist people with sight impairments. Informative audio tapes would also be an advantage for those whose sight restricts them from being able to read information about the services and activities provided by the centre.

Staff Training: -

There is a growing trend for service providers to use sign language. Most people consider using BSL (British Sign Language), particularly since this is now a nationally recognised language like any other since 18 March 2003 when Parliament passed this as a legal requirement. It is an anticipatory requirement whereby service providers organising a public event have a duty to find out, during the initial time of advertising, if deaf people are likely to be attending. With good planning and management, the organiser can arrange for the appropriate sign language or interpreter for the deaf attendees.

Most qualified BSL, Palantypists (Speech to text) or Lip speakers, require at least 3 – 6 weeks to book because they are in high demand for public events. The earlier the organiser contacts the interpreting service, the better, since this will give ample time to negotiate fees, timings etc.

You may find reading the Guideline for BSL Language helpful. This is found under http://www.britishsignlanguage.com

Another organisation for deaf communicators is Signature (formerly The Council for Advancement of Communication with Deaf People - CACDP). This is the registration body for professional British Sign Language/English interpreters (for England, Wales & N Ireland), and UK wide for Lip speakers, Deafblind Interpreters (Manual) and Speech to Text Reporters.

You can also contact them on this web page http://www.cacdp.org.uk/ to find out where your nearest interpreting organisation is to your service provision. Contact Signature, Mersey House, Mandale Business Park Belmont, Durham DH1 1TH
Tel and Textphone is: 0191 383 1155

There are other Interpretation Service in Hampshire and London:-

Sonas offices are at:
25 Church road, Bishopstoke, Eastleigh Southampton ,Hampshire SO50 6BL
General enquiries 02380 213888; FAX: 02380 213881; email: Crissy Dommett on C.Dommett@sonus.org.uk

Another very good service based in London but also can cover Hampshire and neighbouring regions is

Action on Hearing Loss (Formerly RNID) Contact at 19-23 Featherstone Street, London EC1Y 8SL**.** Alternatively, on Tel: Telephone: 0845 685 8000

Textphone: 0845 685 8001 or E-mail: communication.services@hearingloss.org.uk

You can also book a BSL interpreter, lipspeaker, notetaker or communicator from this organisation.

There is also another form of sign language, which has become useful particularly in Educational and social care organisations. This is a method of signing called Makaton. This language was developed during the 1970's and uses the fingerspell alphabet as its basis. For more information, check their website on http://www.makaton.org/

Makaton does not use complicated expressions that BSL use but incorporates basic everyday words using pictures, symbols and hand movements.

It is important to consider these organisations when you prepare for important verbal interaction between your customers and non-deaf people. This is particularly apt for interviews and communication with your deaf customers.

It is also important to look up your local deaf organisations for further advice on this issue.

A few points listed below give some other areas that might also be beneficial for those key members:

- Deaf Awareness – including telephone manner and Hearing Loop techniques. There needs to be a strong emphasis within staff training that hearing loops, wherever installed, in reception desks, must always be switched on every morning. Deaf people approaching desks rarely tell staff that they have a hearing aid but will expect an advertised loop to be fully functioning.

- NGT Text Relay (formerly Type Talk) is a vital service for deaf people who cannot use a phone in the usual way. This is through an organisation called NGT Text Relay. Look at their website for further information. http://ngts.org.uk/
- If you are unable to ring, you can always email the Customer Support helpline with any problems or queries you may have. Email them on http://ngts.org.uk/contact_index.php
- Fire evacuation procedures for assisting people with disabilities.(See also further information on Para Aid Evac Chairs, Peeps (Personal Emergency Egress Plans) and Refuge area in this guideline)
- Assisting the visually impaired – including how to lead them to and from places. There is a host of information available on how to ensure that visually impaired people have equal access to services. Look into the RNIB website for guidance and further contact information http://www.rnib.org.uk/Pages/Home.aspx?gclid=CLHek9fg27QCFXHLtAodWT4A3A
- Larger print- Assistance for visually impaired persons - Larger Print /Audio Information: -
- Consider the provision of larger print brochures and printed matter to assist people with sight impairments. The RNIB recommend that 14 point is acceptable for the visually impaired. Informative Audio tapes would also be an advantage for those whose sight restricts them from being able to read information about the services provided by the centre.

Form filling: for the visually impaired: -

Whilst in most instances staff feel that, with their customers agreement, they might be able to fill in the forms on behalf of the visually impaired – contradictory situations may develop once the forms have been submitted. It is important to introduce this format in a sensitive way.

It might be acceptable, subject to further agreement with the customer and discussions with policy management to record the form filling process. This could be quickly checked prior to anything being written or recorded. Once the customer and staff member have

familiarised themselves with the content and nature of the form then the recorded form filling could proceed.
A copy of the recording could be given to the visually impaired visitor with the original retained by the staff member.

INCLUSIVE TRAINING ISSUES FOR STAFF WITH DISABILITIES

The recruitment assessment and training activities are in the way of written and verbal – sometimes with visual presentations.

The ranges of people with disabilities need to be considered carefully, much of which runs parallel to education organisations.

Training consideration for those using the IT Equipment:

Check that reaching dimensions are as follows:

Note: The present work surfaces with the low chairs may not be suited for some people with disabilities – particularly wheelchair users.

Check the table sizes in terms of heights for the training room's IT equipment and make appropriate changes if a wheelchair user is to use these facilities.

Before implementing changes, discuss with the occupational therapist to ensure that ergonomics are correct for the type of wheelchair used.

The knee recess should be 450mm to 500mm for comfort.

Wheelchair front: + 70 degrees horizontal 650mm preferred – 750mm max.

Wheelchair side: + 70 degrees reaching height 1060mm.
Horizontal 650mm – 750mm max.

Wheelchair eye level for PC monitor should be 1050mm to 1200mm max.

This may change depending on the individual's disability. All as stipulated in the new BS 8300 guidelines.

Training consideration for Sensory Disabilities – Visual and Hearing

If teaching/training instruction is delivered using teaching aids associated with computer interaction, ensure that such training methods include subtitling or texted format for deaf trainees and audio descriptive instruction for visually impaired people.

Consideration must also be given to provide a choice of text, colour and typeface preferences for those who have limited vision.

Consideration should also be made for a note taker for a deaf trainee during seminar or verbal presentations. Deaf people cannot write notes of lengthy and complex variations because whilst they are writing, they cannot lip-read.

This resource may be paid for by Access To work scheme, a government run programme which focuses on giving support to people with disabilities in the workplace. This would enable the deaf person call upon a note taker so she/he can concentrate on the meeting. Access to Work website is
https://www.gov.uk/access-to-work/overview
This is a very valuable source of income to fund specialist items or support for disabled employees.

Training consideration for Cognitive/Memory and Dyslexia

If including a Dyslexic person in sessions for recruitment and training, consider ways to ensure that that person is not at a disadvantage. It is worth remembering that Dyslexic people are more prone to stress – particularly when challenged in written, memory and cognitive based tasks.
When providing written communication, consider carefully how you present your tasks to a Dyslexic individual.

- Use plain English, be concise and check for readability.
- Use titles, bullet points, and short paragraphs.
- Use Arial or Comic Sans font size 12 and present written instructive tasks on cream paper.
- Consider placing instructive text sheet inside a coloured PVC sleeve. This prevents words from 'jumping out' at the dyslexic reader. Check with the Dyslexic readers what colours best suite them; Rose, Green, and sometimes yellow can aid easy reading.
- Think about using flow charts to explain procedures for the recruitment and training methods.

For more information on Dyslexia, contact http://www.bdadyslexia.org.uk/

Tel: 0845 251 9003 E-mail**:** admin@bdadyslexia.org.uk

NOTICEBOARDS AND SIGNS

NOTICEBOARDS

If notice boards are very difficult to read from wheelchair level i.e. above eye level, it is recommended that these are checked and repositioned. A comfortable eye level should be at no higher than 900 – 1400 mm from the floor. The English Tourist Board gives eye level guidance for wheelchair users'.

It is appreciated that those offering local community based services tend to create most of their own notices. The problem is that some of the posters are very difficult to read due to small printed typeface, or indeed, positioned too high.

SIGNAGE

It is said that between 70 –75% of information is received via vision whereas only 10 -15% is acquired by hearing. A deaf or hard of hearing person will use their sense of sight much

more, therefore signs, way finding, symbols such as pictogram are crucial for their independence.

Deaf people prefer to fend for themselves and hesitate to be engaged in verbal exchange when trying to navigate around buildings and environments. The main reason is that they try to avoid having to ask for directions for fear of not being able to hear the verbal instructions.

Adopt a policy that all-important notices to the public are of text that is reader-friendly of at least a font size of 14 point in Helvetica or Arial style of lettering.

Ensure the letter tiles of the staff attendance boards are easy to read and contrasting against their backgrounds.
Position signs carefully and under appropriate lighting conditions.
Do not use reflective material so that light glare obliterates the text.

The RNIB now have excellent ‘Good Design’ guidance for websites, goods and services, building and information giving formats. This can be found via their website on www.rnib.org.uk or by writing to them on RNIB Customer Services, P0 Box 173, and Peterborough. PE2 6WS.

The following is from RNIB's 'Clear Print Guidelines’, which is one booklet within the 'See it Right' pack - a pack of guides on all different types of alternative formats.

"Clear Print Documents use a minimum type size of 12 point, although RNIB recommends the use of 14 point to ensure the information is accessible to as many people as possible."

"The relationship between the colours is more important than the colours themselves. As a general rule, contrast dark against light."

There are of course also other issues to consider such as font, type style and weight, spacing, paper type, etc.

The pack is available from RNIB Customer Services or contact Corporate Publishing and Information for general enquiries about clear print on 020 7391 2074.

Another very useful book as a source of information is "Building Sight" published by the RNIB. This book covers signage, way finding, and other methods of navigating a building or complex.

Wheelchair Accessible Toilet Signs

Many signs show the international symbol but details are often left out. For example, it is useful to have the signs that show the room arrangement i.e. that the letters "RS" or "LS" meaning - Right Side wheelchair transfer or Left Side wheelchair transfer.

BRAILLE /TACTILE TYPEFACE FOR INFORMATION PURPOSES

The Equality Act 2010 now stipulate that building managers must incorporate Braille and tactile text to directional wall and door signs to assist way finding around the building.

Refer to BS 8300:2009 guidelines and the RNIB for further advice for implementing suitable signs for blind people.

It is important to include tactile / Braille signs for all important signs so that those with vision loss can identify key areas of importance such as Male/Female toilets, Reception, Meeting room and their numbers etc.

THE EFFECTIVE USE OF PICTOGRAMS

For all-important signs i.e. toilets, way out, reception, lifts, stairs etc include pictogram /symbols, which are easier to read whilst moving around the building.

This ensures that people with learning difficulties (including Dementia) understand where they should be going within a building environment. Areas of importance are places such as toilets (Including wheelchair accessible WC facilities) Café/Restaurant, meeting rooms, TV rooms, smoking rooms, Lifts staircases, elevators, principal rooms and car parking areas.

Symbols or pictogram can overcome language barriers but they should be carefully used so that the building user understands them.

There is currently no national standardisation of symbols to indicate locations or facilities for disabled people, although many large organisations are developing symbols suitable for their own particular needs.

EYE LEVEL HEIGHTS FOR READING

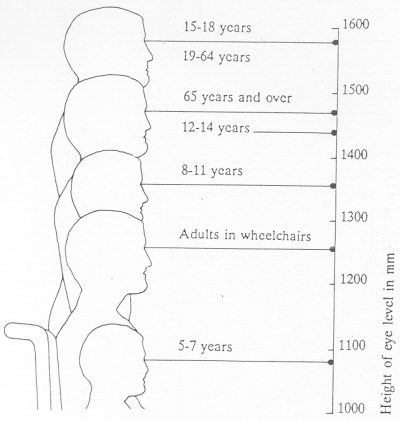

Fig 4 Eye levels for the average person within each of the groups. Text placed at these heights can be comfortably read at a distance of 600mm by people of average height and people down to 160mm shorter than the average.

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EFFECTIVE VISUAL IMPAIRMENT TRAINING

It would be useful to implement training for staff on vision disabilities.

Visual Impairment North-East can acquire an excellent source of training aids. They provide simulation spectacles covering six different eye conditions; and a short video called “See what I mean”.

Contact them on www.vine-simspecs.org.uk, e-mail Regional Directory at directory@vine-simspecs.org.uk; phone/fax 0191-257-388.

EFFECTIVE USE OF HEARING ENHANCMENT TECHNOLOGY

HEARING LOOPS

Under The Equality Act 2010 Part 3, it refers to situations where a service provider has a duty to make reasonable adjustments. This is anticipatory and should not be something the service provider waits for a situation to arise but should look at improving this on a yearly basis.

The service provider has a duty to make 'Reasonable Adjustments' in the following 3 areas; Provision, Criteria and Practice. It is all down to the word reasonableness when talking about the duty and this is down to a Judge to decide what is or is not reasonable.

The Access auditor would advise if the hearing loop were for parents and guardians for a parents evening or meetings with teachers, this will fall within the remit of part 3 of The Equality Act 2010. However, if it is for students, this will fall under the School responsibility.

Under The Equality Act 2010, SENDA still exists and has not been changed. The code of practice has identified that auxiliary aids should be provided by the school concerned. However, if deaf a pupil attended a school, under the umbrella of SENDA, support would no doubt be identified in line with the Occupational therapist or other support workers in the usual way.

In the past, pressure selling aimed at building managers using the DDA ACT 1995 deadline flag, has done much to encourage 'quick purchases', leaving you with no means of technically checking the completed installation with test equipment. Experience has shown that some of the contractors leave the site on completing their installations without giving the building manager a chance to ask a willing hearing aid user to check the reliability of their new system.

This has resulted in a number of installed but non-functioning hearing loops being provided and without proper testing, means that these items remain unchecked for a number of weeks.

In most instances, during a visit, a hearing aid user picks up errors in the hearing loop system. This is often at their disadvantage, since s defective hearing loop cannot be rectified immediately. For the deaf person, they cannot immediately communicate easily with staff during their visit and this can lead to complaints against the building managers. Hearing aid users' in-group activities very often find it very difficult to hear the speaker in noisy situations, particularly if the speaker turns away whilst talking. Repeating sentences can be both exhausting and embarrassing for both concerned. Deafened visitors' will then often want to avoid embarrassment and then become disadvantaged as they miss the vital instructions.
It cannot be over emphasised that we need to be extremely careful who we employ to install the hearing loops in our environments – many companies are not qualified to install these highly specialised items.

In order to comply fully with the current British Standard BS 7594:1993 ensure that prior to installation a full survey by a hearing loop specialist is carried out to identify any

electro-magnetic field wave interference transmitting from IT equipment and other environmental sources.

- Ensure information signs are in place when the hearing loops are installed with a hearing aid user to test them. This will assist those that have hearing aids with a 'T' switch facility.
- If you have had an Access Audit produced, ask for the PCC 'Hearing Loop Guidelines for Service Providers.

Contact noreen.moore@portsmouthcc.gov.uk and ask for a copy to be sent to you.

PUBLIC USE TELEPHONES - to include the Hearing Impaired users'

Ensure that there is a telephone available for hearing aid users using their 'T' switch setting. This means that the handset has a built in facility called an inductive coupler. This makes it compatible for those who wear a hearing aid and wish to make a call
In addition, if information is to be provided by telephone to your customers, consider installing a Minicom system for the hearing impaired. This will ensure that deaf people have equal access to all verbal information as stipulated in The Equality Act 2010. (See below under Minicom)

MINICOMS/TEXTPHONES or Text Relay System- The Equality Act Part 3

Severe Hearing impaired people or potential visitors' will have difficulty communicating with personnel by telephone. If important information is given by telephone to callers, it is now a legal requirement under The Equality Act 2010 since October 1999 to provide equal access to information services for deaf people.

- Install a Minicom system for the hearing impaired.
- Promote the importance of being aware of the alternative ways of communication via TEXT RELAY systems.

It is now possible to contact a hearing person via telephone or mobile phone using the Text Relay and Minicom almost anywhere in the world. These can be used in the following ways: -

Minicom to hearing person's telephone:
To contact someone in this way you include a unique digit prefix followed by the full area code and telephone number. For example 18001 (+ area code and telephone number). This enables a deaf Minicom user to contact their text phone or hearing telephone user. If the call is for the hearing person the Text Relay operator will intervene and relay the text into verbatim. The hearing telephone user relays speech to the Text Relay Operator who in turn, will text back to the deaf person.

Hearing telephone user to deaf person using a Minicom or text phone:
To contact someone in this way you include a prefix a unique digit prefix followed by the full area code and telephone number. For example 18002 (+ area code and telephone number). This call is from the hearing person via the Text Relay operator who will intervene and relay the text to the Minicom user. The hearing telephone user relays speech to the Text Relay Operator who will text back to the Minicom user.

For both users their calls are put through straight away and the callers have their call cost discounted to allow for the extra time it takes for the conversations taking place in this way.

Minicom to Minicom
If you are using Minicom to Minicom, you do not need to include the prefix number. You simply dial their full telephone number including their area code. If your organisation uses the prefix of '9' to dial an external exchange line, you will have to dial that number before the full telephone number. As soon as they answer, you can immediately begin your conversation without the aid of a Text Relay operator.

Training for businesses: -
There is a guide available for you to use in order to understand how this service operates. Contact them for more details on helpline@textrelay.org or visit their website address on www.textrelay.org

TELEPHONES - to include people with physical disabilities

However, the height of the telephone is also important for wheelchair users. It is important to ensure that the coin slot is no higher than between 750 mm – 1100 mm above floor level.

You should provide a chair and a shelf so that it is no higher than between 750 –850 mm high and ensure that it is flat rather than angled.

SAFETY AND MEANS OF ESCAPE

These introductory notes should be read in conjunction with your procedure for safe evacuation from the building in event of an emergency.

The Fire Precautions (Workplace) Regulations state that where there are more than 5 people in any given building, there should be a written fire risk assessment with details of how they will manage safe evacuation in the event of an emergency.

Where disabled visitors' or other users, including staff, are to use your building, it is vitally important to liaise with them the issues of emergency escape. They know what they are and not able to do and can be the best source of information for your planning procedures. You would do well to seek additional assistance from the appropriate disability organisation such as RNIB, or SCOPE.

Evacuation procedures should be rehearsed, tested, and timed regularly with the disabled members. You should also clearly nominate a fire warden to act as a carer in event of the emergency evacuation procedure.

The Fire Research Station at The Building Research Establishment have published reports, including Fire and disabled people in buildings, examining the safety of disabled people in fires.

There are some 32 points of which two important ones state:

- The need for reassessment of fire safety requirements with relevance to disabled people's rights to use public buildings.
- Specific considerations to be given to means of escape as a time factor as well as the design and layout of corridors and staircases.

PEEPS (Personal Emergency Egress Plans)
There have also been other codes of practice, which are aimed at the employer/employee, but these are also useful for use with disabled visitors'.

The Fire and Rescue officers' stress that it is most important to remember that in order for PEEPS to be effective it must be managed correctly. Pre planning is essential with a clear fire action procedure to be in place for disabled people when it comes to mobility matters.

REFUGE AREAS

These are 'safe' areas, which are shielded by properly designed fire doors and screens. They are usually placed near lifts so that the fire warden or fire rescue officer can collect disabled people/persons to proceed via fire staircases when it is safe to do so.

Wheelchair users and other disabled people must never be left alone in a refuge area during an emergency evacuation until a fire officer rescues them or until the fire has been extinguished.

Refuge areas are only to be used for a very 'short' period and no more than it is safe. There is no definite 'safe' period for siting a person in the refuge area – it must always be seen as a very short duration of minutes rather than a half an hour.

PARAID EVAC CHAIRS

In the event of a fire or emergency escape, it may not be possible to use the lift for everyone.
Also that it may possibly be that the lift may not have been designed with the appropriate fire protected shaft and their own independent electrical supply and control panel.

Provide Paraid Evac chairs for safe evacuation of wheelchair users' down the staircases in the event of an emergency. Careful consideration is required if lifts are non-operational during the event of a fire.

Para Evac Chairs require that staff be properly trained to use them. It is recommended that this be incorporated into the practice fire drill and timings taken to ensure that proper procedures are being fully understood.

The Housing & Property Service Fire Safety Officer has details for this equipment and cost for purchase and training sessions for designated fire officer staff. The contact for Evac chairs is: Paraid Ltd, Weston Lane, Birmingham. B11 3RS Telephone: 0121 706 6744 Fax: 0121 706 6746

The Access Auditor does not give advice as to how fire evacuation is to be dealt with. It is the duty for the Building Manager to consult with the H&S Officer or a Fire

Brigade. It must also be noted with care, that EVAC+CHAIRS do not suit all people with disabilities; therefore, careful consideration is required here.

RECEPTION DESKS

Reception desk heights should include a lower section that is not more than 760mm, and a knee recess, not less than 700mm, above floor line. They should have a deep knee recess of at least 450-mm to enable wheelchair users to pull up in comfort.

There should be an induction-hearing loop to assist deaf people wearing hearing aids with their 'T' switch setting.

Furniture edges and corners should be rounded, so that there are no sharp corners. The detail of the counter is very important in terms of colour contrast of the horizontal and vertical panels etc.

If security is an issue, you can include a glazed section so that the visitor can see clearly through. Careful design considerations will be needed to ensure strength of construction of vision screen and to give maximum visibility for hearing impaired people for lip reading. Glazing should also be clear of notices at face height, which may obstruct a deafened person's view in order to lip read.

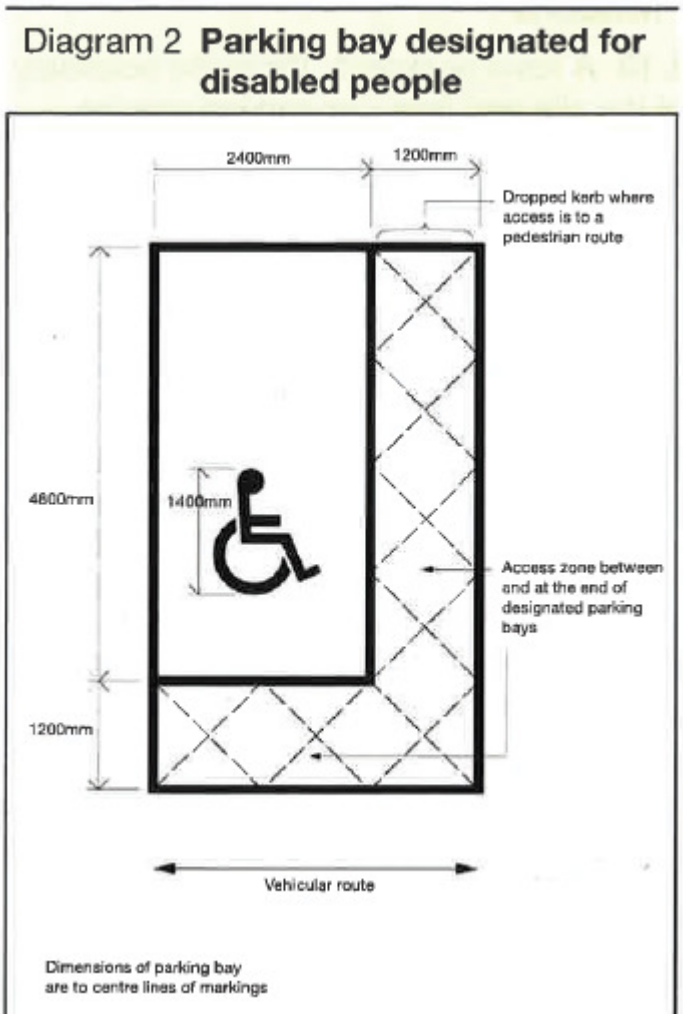
GENERAL WAITING AREA SEATING

Some people with back or mobility impairments may not be able to use the low seating provided in many reception areas. Providing one or two higher seats would be a useful addition. These should not be less than 450mm.
It would also be useful to provide some seats with armrests as this assists elderly people or those with mobility difficulties with standing up or sitting down, particularly those with arthritic hips, knees or those with back problems.

Furniture, fittings, flooring and soft furnishings should colour contrast in clear definition to assist visually impaired people – particularly those with low vision who rely on contrast to help them.

Ensure that your reception seating arrangement can accommodate visitors' with guide or assisting dogs; ideally, this could be at the end row of seating.

Designated Car Parking facilities for visitors'



Where there are car parking bays for staff and visitors for a building, provisions should be made for designated spaces for people with disabilities.

See diagram on the left.

Ideally, Parking spaces should be no more than 40 m from the main door of the building.

In addition to the ground symbol, showing a wheelchair pictogram a designated space should also have an above ground level parking sign.

This ensures that in snow or thick icy weather conditions, the space should not be inadvertently used by an able drivers'.

PARKING ON SITE RESTRICTIONS

If there are no car parking facilities for people with disabilities within the building boundary, it may be advisable to investigate the possibility of providing ‘reserved’ on road spaces for blue badge holders.

- If this suggestion is pursued, ensure that external drop kerbs are placed appropriately for wheelchair access and transfer to and from parked vehicles.
- Ensure that hatched markings are placed to prevent other cars from parking too close to the rear of parked vehicles which would restrict ability to transfer onto a wheelchair

KITCHENETTE

Today, quite a few people with disabilities enjoy joining in with cooking or kitchen activities. Often kitchen layouts and height of base units make this very difficult for wheelchair users or smaller people to use the kitchenette facilities.

Introduce a lower level work-surface area of 850mm for tea/coffee and sandwich making. Ensure that all electrical switches are easily accessible from wheelchair level at the 600mm deep worktop. These dimensions are suitable for shared kitchen working areas for wheelchair users and people standing. Switches should be no more than 100mm above the worktop level or 150mm back from the front edge of the worktop. Add an adjustable height sink for washing up. This is activated manually with a crank level so that both able and disabled people can adjust the height preference to suit. Check that hot water thermostat never exceeds 43º Celsius. This protects people with little or no feeling in their hands that would be unaware of burns.
Refer also to BS 8300:2009 Section 12 Individual rooms for more detail about kitchen layouts for inclusive use with people with disabilities.

RAMPS/STEPS

External and Internal Ramps

Document M of the Building Regulations stipulate that a 1 in 20 gradients for going flights of 10m for a 500mm rise are best. However, a maximum of 1 in 15, for lengths up to 5 metres, is acceptable for going flight for a 333mm rise.

All new ramps should be designed in accordance with BS: 8300 as best practice. This requires 1500mm resting space every 2m for gradients of 1 in 12. For 1 in 15 gradients ramps should be designed with resting spaces at not more than 5m apart.

There should be a 100mm up stand on any exposed side of ramp and a handrail at 1000mm above landings and 900 mm above slopes on both sides.

Ramps should be a minimum of 1200mm wide (1000mm minimum between handrails). If a rise is 300mm or up to 500 mm rise, then the ramp should also have integrated steps. The ramp and integrated steps should be clearly sign posted.

Where ramps are used to approach doors, there should be a level space, of 1200 mm from outside of any door swing .This allows the wheelchair user to rest or pause while opening the door.

This also assists able people who are carrying large bulky items whilst approaching or leaving a building.

Whether internal or external locations for ramps, Handrails should colour contrast from the background. They should be ' be warm to touch' in accordance with Document M of the Building Regulations. Avoid having unfinished metal because external metal handrails can become extremely cold. In these circumstances, some people may be reluctant to use the handrail (or involuntary let go of the handrail) if it is uncomfortably cold, representing a

safety hazard. In extreme cases, a person's skin could adhere to a very cold handrail or the shock can, in some people, trigger an attack of Raynaud's disease.

Note: If the rise is more than 500 mm then the building manager need to consider locating a Document M regulation ramps elsewhere but close to the main activity or arrival point. Alternatively, a platform lift may be required to enable access to the upper level.

Existing Staircases

In all future refurbishments, choose distinctive colour/tonal contrasting stair nosing finishes. This will assist those with visual impairments.

Often internal staircases have on one handrail. In these instances, it is recommended to provide continuous handrails to both sides. Ensure that the handrails colour contrast from the background walls and that any replacements or additional handrails are in accordance with Document M of the Building Regulations.

It is not recommended to make provision for tactile warning indicators at top and bottom of stairs in internal settings. This is because a change of flooring surfaces often can cause a tripping hazard where shoe friction occurs on tactile surfaces between carpeting and tactile surfaces. Avoid this at all costs.

Check lighting levels to ensure that they are in accordance with CIBSE for the internal staircases to ensure that visual impaired people have the maximum benefit of good lighting all round.

STEPS - External

Some people have difficulty using external ramps alone. Therefore, external steps should also be provided wherever possible to provide choice.

Ensure that distinctive colour/tonal contrasting step nosing finishes. This will assist those with visual impairments.

Sometimes external steps only have on one handrail. In these instances, it is recommended to provide continuous handrails to both sides. Ensure that the handrails colour contrast from the background walls and that any replacements or additional handrails are in accordance with Document M of the Building Regulations

If making provision for new external steps, ensure that they comply with the current Document M of the Building regulations.

Handrails should colour contrast from the background and be 'warm to touch' in accordance with Document M of the Building Regulations. Avoid having unfinished metal because external metal handrails can become extremely cold. In these circumstances, some people may be reluctant to use the handrail (or involuntary let go of the handrail) if it is uncomfortably cold, representing a safety hazard. In extreme cases, a person's skin could adhere to a very cold handrail or the shock can, in some people, trigger an attack of Raynaud's disease.

There should be ' corduroy ' hazard warning surfaces to top and bottom landings for external steps to give warning to visual people that there is a change of ground level.
Check the details in the current Document M of the Building Regulations.
Refer to BS800 Best Practice for new external steps as these should also include lighting.

For existing external steps , check lighting levels to ensure that they are in accordance with CIBSE for the internal staircases to ensure that visual impaired people have the maximum benefit of good lighting all round.

Passenger Lifts

Passenger lifts should be able to accommodate wheelchair users and any assistance dogs. The lift car ideally should be 2000mm wide and 1400 mm deep.
Door should be a clear width of 800 mm minimum and be pre-set so that they pause before closing to provide adequate time for slower people and their assistant dogs. They should also be set so that should the door start to close it will immediately reopen to avoid contact with any persons. The access auditor will test this activation during the surveys and will report to the building manager any issues fund that can endanger a disabled people and their assistant dogs.

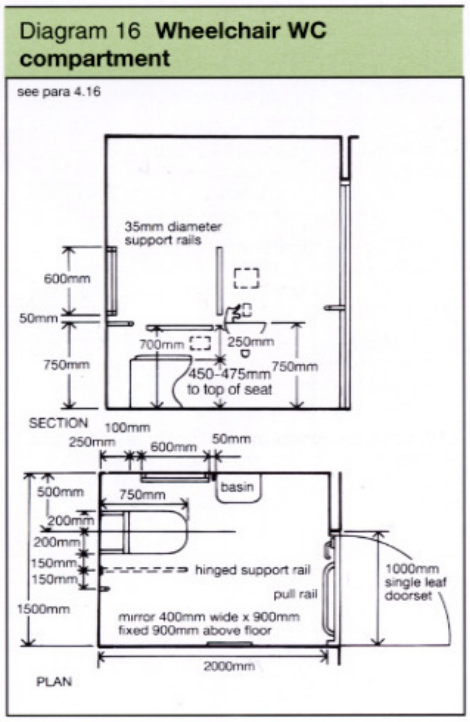
Refer to the current Document M of the Building Regulations for further details relating to door controls, call buttons and internal lift car finishes.

Passenger lifts must also conform to the Lift regulations 1997, SI 1997/831 and the British Standards, EN 81-70-2003 Safety rules for constructions and installation of lifts.

Further guidance is found in the current BS800 including lighting LUX preferences.

TOILET FACILITIES (Wheelchair Accessible facilities)

Providing a wheelchair accessible toilet is one of the principle requirements for a building where a disabled person may spend time much longer than 30 minutes. The Document to Part M (2015) of the Building Regulations provides guidance for the dimensions and layout of an accessible toilet (compartment size 1500 wide by 2200mm in length). This provides for either left or right-handed transfer. If two or more accessible toilets are provided, they should offer alternative left or right-hand wheelchair transfer.



Points to consider in providing an accessible toilet:

Provide an accessible WC facility to comply with Document M (2015) room arrangement to the Building Regulations.

Ensure that there is an Emergency 'Pull Cord', which activates an alarm, which is audible and visible inside and outside the compartment and is provided with a link to the Reception point from where help can be provided quickly.

Ensure that the 'Pull Cord' is in accordance with BS800, and that it is no more than 225mm from the WC pan (***ideally within the horizontal support rail***) and reaches down to within 100mm of the floor. Place a sign to indicate the importance of ensuring access to pull cord from floor level. This is essential since its purpose is to be able to alert someone from the floor following a fall.

Ensure that the toilet tissue is positioned on the wall or drop grab rail next to the WC pan. The latter is in kit form that can be purchased from suppliers of grab rails.

Hand driers: If you are intending to provide hand drier next to the basin for wheelchair user. This should be wall mounted and between 750 mm -1000 mm above ground level. Do **not** use Air blade driers, as these are not suited for disabled people in wheelchairs because they cannot get near enough to dry their hands inside the pocket driers. Use the normal turbo downward stream air hand drier.

Provide a clear door sign. If it is intended to provide WC facility to both male and female visitors', ensure that it informs visitors' that it is an accessible 'Unisex' WC facility.

When considering the location of the new accessible WC facility, ensure that it is within easy reasonable distance from the main 'events' area. As a guideline, the School of Accessible Environments has advised that the recommended maximum distance from a staff member's workstation is 40m.

Provide ceiling mounted emergency light in case of power failure.

Ensure that the colour scheme does not provide white fittings or silver rails against white glossy wall finish – especially while shiny tiles.

Provide a suitable mirror for ambulant disabled people standing up or wheelchair users sitting down to reinstate their clothing before leaving the toilet area.

The flush handle should be, ideally, on the front of the cistern nearest to the approach side.

Important:

- Ensure that no heating radiators are within the 1.5mm width where wheelchair transfer is located to WC pan.
- Ensure that there is no fitted (fixed) heater within a clear 300 mm of the leading edge of the door. That there are never radiators near the door structure.
- Ensure that there are no boxed in pipes, which obstruct wheelchair access to the WC pan, transfer space or hand basin.(see picture below left.)

The boxing beneath the hand basin obstructs wheelchair user's wheels from positioning in front of the basin.

Hand basins should be cantilevered and free from any pipework boxing underneath.

You will also notice four errors in design here.

1) The wall and fittings colour scheme is all in white.
2) The panic alarm is too high off the ground line.
3) The cistern flush handle is on the wrong side- it should be on the approach side.
4) The curved skirting on the boxing further obstructs access the wheelchair user!

Ambulant Toilet Facilities

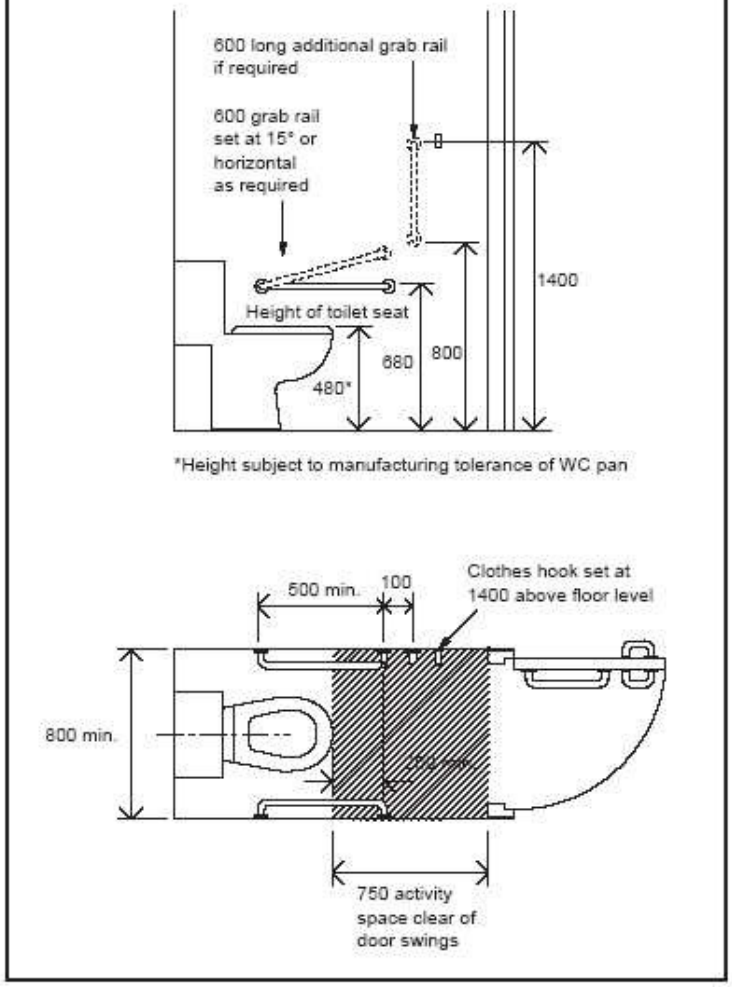
People with walking impairments who use mobility aids, (Ambulant) require a suitable Ambulant designed WC.

Not all disabled people are wheelchair users In fact there are more ambulant people than wheelchair users in the UK population.

Most ambulant people will not use wheelchair accessible toilets because of the space around makes them feel vulnerable to falls.

The ideal ambulant layout WC gives greater security for those users and enabling them with short grab rails at close proximity. The size of cubicle is 800mm x 1500 mm with an outward opening door. This is much safer for them than a wheelchair accessible toilet because it limits the hazard of falling sideways. See Diagram Below.

Diagram 21 **WC cubicle for ambulant disabled people**



It is recommended to make provision for ambulant toilet facilities in both male and female toilets.

Rearrange door of one cubicle so that it opens outwards. It may be useful to choose a cubicle that is at the end of the run so that people are less likely to collide with the opening door.

Install short grab rails to each side of WC pan for one cubicle in each facility.

For school Sizes are according to ages An *appendix note recommends a grab rail height between 18 to 20 inches for ages 3 and 4, 20 to 25 inches for ages 5 through 8, and 25 to 27 inches for ages 9 through 12. Information from USA.*

Often after an access audit, there is a recommendation to utilise the existing toilet cubicle in the toilet blocks for male and female building users'.

This may entail replacing one set of hand basin taps in each facility with lever action mixer style taps. This will assist people with hand dexterity problems. problems.

It may in certain instances recommend making provision for a new WC pan so that it is between 450mm – 475mm above finished floor level. This usually occurs if the current toilet is too low for an ambulant person to sit down or stand up from the WC pan safely.

In a public building, the auditor may suggest including a panic alarm for an ambulant WC facility. However, this is an optional consideration until such that the Document M Building Regulation may amend this criterion.

Ensure that the colour scheme does not provide white fittings or silver rails against white glossy wall finish – especially while shiny tiles.

Seek resolutions as for the hot water temperatures to avoid people scalding themselves. The prefered water temperature for ambulant people is 43º C.

Ensure that there is no fitted (fixed) heater within a clear 300 mm of the leading edge of the door. Ensure that there are never radiators near the door structure.

AUTOMATIC OPENING DOORS (consideration for the Future)

The provision of powered doors will satisfy Document M (2015) of the Building Regulations M1/M2 if the following is applied:

That they:-

- Have a manually push pad action - device to be between 750-1000mm above finished ground level. This should be capable of being operated with a clenched fist.
- Push pad device to be 1400mm from the leading edge of the door and contrast visually with the background.
- Has a sensor motion sensor so that they open quickly and stay opened until person has safely passed through? The same applies for exiting the building.
- It has an incorporated safety stop that is immediately activated if the door begins to close whilst persons are still passing through. This is to avoid contact with anybody and causing collisions with disabled people.
- To be able to be reverted to a manually opened door in event of power failure. The door opening force should not be more than 30 N (max) in this state.
- Install clear manifestations to the glazed screen and doors to assist people with vision impairments. In order to be in accordance with Document M (2015) of the Building Regulations these should be positioned at two levels: 850mm to 1000mm and 1400mm to 1600mm above finished floor level. The manifestations can be in the form of a logo or sign of at least 150mm high. This should also be repeated if on a glazed screen, contrasting visibly on both sides in all lighting conditions from its background.

- If the glazed entrances are part of a glazed screen, ensure that the doorframe is clearly definable in colour and contrast. This could be with a provision of high contrast strip at the top and on both sides.

MANUAL OPENING DOORS

Effective clear internal door widths

The minimum effective clear width through a single leaf internal door or a single leaf of a double door is the width available clear of any projections from the face of the door, e.g. door furniture and weather boards. All doorways used by wheelchair users require a 'level access' threshold at all times.

The minimum effective clear width though a door in are set at follows:-

- For new buildings an internal door should be 800mm when approaching head-on **or** at right angle turn to an access route of 1500mm wide.
- For an existing older building, an internal door can be 775mm minimum with a smaller panel at right angle turn to an access route of 1500mm wide.

See also Document M of the Building regulations for more details and variations.

Effective clear external door widths

External single doors to public buildings should be a minimum of:-

1000mm width for new buildings
775 mm width for existing buildings.

Vision panels

- Single vision panels in doors must provide clear visibility between 500mm – 1500mm above floor level
- Double vision panels in doors should provide visibility 500-800mm above floor level on lower panel and 1150-1500mm on higher panel if accommodating a horizontal rail.

Door opening furniture

- Door handles should be 900mm - 1000mm above floor level and should contrast against the background. They should be operable with a clenched fist.
- Where lever handles are used, they should provide a returned end suitable for people with reduced dexterity. Care must be exercised to the detail so that the return is not conflicting with a glazing bead where fingers can be trapped.
- Pull handles should have a max 35mm diameter.

Note: Doorknob furniture is very difficult to grip with reduced dexterity and should be avoided at all times.

Manifestations on doors

Install clear manifestations to the doors to assist people with vision impairments. In order to be in accordance with Document M (2015) of the Building Regulations these should be positioned at two levels: 850mm to 1000mm and 1400mm to 1600 mm above finished floor level. The manifestations can be in the form of a logo or sign of at least 150mm high and should contrast visibly on both sides in all lighting conditions from its background.

- If the glazed entrances doors are part of a glazed screen, ensure that the doorframe is clearly definable in colour and contrast. This could be with a provision of high contrast strip at the top and on both sides.

Protection of door surfaces
Protection of doors from wheelchair kick plates can be achieved through specifying robust laminate doors, alternatively kick plates min 400mm height.

Reasoning behind 'Not cold to touch' external or internal handrails

The external metal handrails can become extremely cold. In these circumstances, some people may be reluctant to use the handrail (or involuntary let go of the handrail) if it is uncomfortably cold, representing a safety hazard.

In extreme cases, a person's skin could adhere to a very cold handrail or the shock can, in some people, trigger an attack of Raynaud's disease.

Fire /internal corridors and lobby doors (except inner toilet door)
All circulation doors should provide clear visibility zones of 500 mm and 1500 mm above floor level. If the door glazing is to be split, then the zones should be between 500 mm to 800 mm and 1150 mm to 1500 mm from finished floor level.

VISION/COLOUR SCHEMES

Lighting, plus colour and tonal contrasts should clearly define between walls, floors, doors, obstacles, and furniture.
Carefully consider colour and material finishes for future colour schemes: particular to contrast between: -

- Doors
- Walls
- Floors
- Furniture fittings
- Grab rails and sanitary fittings in WC facilities
- Handrails around corridors etc

SUITABLE DOOR CLOSING FORCE TO COMPLY WITH BS 8300: 2009 & ADM 2015

General commentary

Changes to Part L of the Building Regulations are resulting in heavier entrance doors. Heavy door-opening pressures limit independent usability for many people with reduced mobility or limited strength, wheelchair users, older people and pupils. The force required to open doors is of principle concern under DDA requirements for 'reasonable adjustments' to potential barriers, which make it impossible or unreasonably difficult for a disabled person to access.

It is recommended that classroom doors be on swing-free mechanisms, avoiding the use of heavy door springs, which create a significant barrier.

Doors, which are not fire doors, should ensure that the door closer or floor spring has a back-check facility

Door Type	**Closing force at leading edge**
Main Entrance Doors (dual swing doors)	30 N **Doors with closing devices should not exceed 30 N**
Internal manual doors opening in one direction only	20 Newton's is max permissible door closing pressure
All Toilet lobby / and room doors	15 N
Door leading to corridors	25 -30 N
Final exit fire doors (to external grounds)	25 –30 N (max) (Push action)
Office doors	15 N
Fire lobby doors (Public Building)	Discuss with Fire Officers

Hinges

- Single axis hinges should conform to requirements of BS 7352
- Where it is important to minimise door opening and closing forces, hinges with low friction bearings should be selected to carry appropriate mass of door.
- Fixing positions of hinges should conform to the requirements of BS 4787-1

Doors fitted with closing device
<u>For energy control, security and privacy</u>
Single swing doors should conform to BS EN 1154 should not exceed closing force of 20N.
Doors which exceed 30 Newton pressure should either have a powered opening facility, or should be held back in the open position (BSEN 1155)
It is recommended that building officers speak to the fire officers caring for the building within the locality.

Doors, which are not fire doors, should ensure that the door closer or floor spring has a back-check facility.

It is recommended that classroom doors are on swing-free mechanisms,

GENERAL NOTES ABOUT LIGHTING LEVELS

Good lighting is of paramount importance for all to ensure that maximum visual information can be received with clarity. People with visual difficulties require greater levels of lighting than those with normal vision therefore care needs to be taken on where such lighting fixtures are placed to minimise glare.

As with hearing ability, vision deteriorates with age. It is acknowledged those people over 60 years of age need three times more light than the average 20 year old with normal vision.

Area	**BS 8330: 2009 & CIBSE Guidance**
Main entrances	150 lux
Passageways/Corridors	150 lux
Steps and stairs – tread level	200 lux (normal use) - position light on side of wall
Internal ramps, top and bottom	200 lux + from combination of sources at ramp level
External ramps	100 lux
Directional signage	200 lux
Signage	50 lux above surrounding area
Map, display and text panels	200 lux
Kitchens Room lighting and task lighting should be considered together	150 – 300 lux
Food preparation /Kitchen	CIBSE stipulate no less than 500 lux
WC/Toilet	100 lux (min)
Work surfaces	300 – 400 lux + task lighting, which is user, controlled
Offices	500 lux
Classrooms, tutorial rooms	300 lux
Classrooms for evening classes and adult education	500 lux
Hall	500 lux
White interactive board	500 lux
Demonstration table	500 lux
Art rooms in art schools	750 lux
Teaching workshops	500 lux
Music practice rooms	300 lux
Preparation rooms and workshops	500 lux
Entrance halls	200 lux
Circulation areas, corridors	100 lux

PLAYGROUND For Children – PATHS (Landscaped areas)

Are paths wide, clear and level for wheelchair users' and those using walking frames? Consider making paths to play areas at least 1200mm wide with passing places of 1800mm if possible.

Are there any areas they may need a handrail incorporated into the adventurous level changes where a mound is created?

If applicable, Are paths well-lit where play areas are open at twilight time? If so, consider pathway lighting.

EQUIPMENT

Can the equipment be used by children of most ages, including older children with learning difficulties?

Is there any equipment that produces sound, like drums, bells, squeaks etc? these can enhance the play experience for children with vision impairments.

Is the climbing equipment well colour contrasted? Particularly where there are changes in level, such as stepped platforms etc.

SAFETY SURFACES/SAND

Are there any sensory variations, texture, smells, sand that children with sensory impairments can enjoy?

Is there impact absorbing qualities given to the surfaces of the play area and is it good maintenance order and suitable for all children?

SEATING AREAS

Is there enough seating provided? Consider providing seating in quiet and calm areas as well as in the middle of the action areas.

DEVELOPING ACCESSIBLE PLAY SPACE

It is recommended that care be given to the intended "accessible slopes" but without compromising on the spirit of adventure for these children.

It is also recommended that the Adventure Play Group acquire the publication "Developing Accessible Play Space" – A Good Practice Guide that was released by the ODPM (Office of the Deputy Prime Minister) which has been available since November 12, 2003.

In this Document, there is a wealth of information, which would not be covered, in the usual British Standards or Building Regulations.

PHOTOGRAPHS

Gate access control unit.

The door control on the gate is slightly too high for wheelchair users. It is also an audible system, therefore not accessible to deafened people.

It needs to be lowered to a height between 750 mm and 1100mm above ground floor.

Consider possibly installing a LED indicator to prompt caller to open door when invited to do so.

External steps to all areas- North Door Year 3 Steps

It does not have any handrails or highlight colour band for the nosings.

It does not have the corduroy tactile warning surface to forward blind people using white guidance canes that there are steps present.

It is recommended to remodel the external steps so that there is adequate platform from the exit door. *There should be a 1200 mm clearance on the platform between the opened door and top step*

External Access Steps from Fire Exits and Corridors

Some exit doors leading to outside areas have one stepped platform.

There is no step nosing highlight colour band to warn of these stepped platform. In wet weather and dull lighting conditions, these are not clearly visible.

The dimension between ground level to step is minor – it is suggested to raise ground level so that it is flush with door thresholds.

Internal Doors- Classroom and other doors

The staff room door opens inwards. It is a very narrow door of 710 mm clearance and has no vision panel.

The corridor doors e.g. adjacent to room 6PH have narrow panels measuring 680 mm each. Other corridor doors are sticking and not closing securely. Consider replacing the corridor double doors with a wide single leaf door of 750mm minimum (800mm preferred) and a smaller door panel.

If possible, widen the Staff room door to at least 750mm minimum (800mm preferred).

Ensure that they close securely and open with ease.

I T Computer areas

On the upper level, near the library, there is a computer training suite.

Sixteen laptops are situated around the worktops. The seating are tall stools but no adjustable seating. These stools are quite high and do not have armrests.

Noreen Moore MCSD NRAC Access Auditor member

Building Services and Support - Property & Housing Directorate

Tuesday, 31 January 2017

Lyndhurst Junior School - Access Audit Report

Notes: