

Fowey Primary School
Windmill
Fowey
Cornwall
PL23 1HH

ACCESS AUDIT



- Equality Act Audits. Head office London SE20 8DZ
- Mob: 07885 755618 www.ea-audits.com



INTRODUCTION

At the request of Chris Bennett, Director of Estates and Facilities for Peninsular Learning Trust, I visited Fowey Primary School on 23 March 2017 in order to write their access audit and accessibility plan. (Legislation states that all schools must have these documents and they must be updated every 3 years.) This was my first visit to the school.

The Peninsula Learning Trust is a group of schools clustered around St Austell Bay and the surrounding region in beautiful South Cornwall. The Trust has a discrete geographical area that it works with to ensure that the Directors of the Trust understand the context of each school within the trust and that staff from those schools are close enough to work together collaboratively. The Trust has two simple objectives:

- Improve every school to become outstanding through sharing school improvement activity, challenging each other to do even better and offering support.
- Help headteachers and governors focus on the progress of children by bringing together centrally all the 'back office functions' of the schools and removing this burden from individual school leaders. This generates savings and greater effectiveness but is still a local, responsive service.

They believe in offering maximum delegation of powers to the governing bodies of each school, for those schools to set their own ethos and values within the broad goals of the whole Trust. For each school to be unique in its own way. They will have different uniforms, different signage, different curriculum ideas, different leadership models but there is one united purpose; to be better by working together.

All the schools in the Trust have chosen to be together because they can see the advantages in it. There is no one school which is dominant and all are equal partners. It is a primary/secondary partnership but it is not based on catchment areas and the children from the Trust primary schools go to a variety of secondary schools and the children at the secondary school come from a wide variety of primary schools.

At Fowey Primary School, Chris Wathern provides clear and purposeful leadership. They seek to maintain their success by making sure that leadership and management is inspirational and ensures the highest possible standards. All staff are expected to be leaders who set a clear vision which is achieved through dedication, teamwork and continued professional development. They look for outstanding teaching that is based on rigorous



assessment for learning, setting the highest expectations yet at the same time also creating a love of learning through the delivery of creative and inspiring lessons in which all pupils can be successful. They do this with a culture of caring, support and mutual respect so that all children are inspired to surpass their personal potential and make exceptional progress through a wide and varied range of opportunities which will prepare them well for their transition through each stage of their education to secondary school.

The school has a committed, friendly and well-qualified staff and benefits from a highly supportive and experienced Governing Body. The Governing Board has three core functions –Ensure a clear vision, ethos and strategic direction; hold the Headteacher to account for the educational performance of the school and pupils; oversee the Financial Performance of the school and make sure that its money is well spent. Governors have an important role to play in the life of any school and this school benefits from the expertise and advice of a range of talented individuals drawn from diverse backgrounds. All of them support the School as volunteers and give freely of their time and knowledge. Each Governor has at least one area of responsibility and all are active members of their School family. The Board of Governors work on a fiduciary basis for the benefit of the school. They are responsible for ensuring that the aims of the school are fulfilled, that it remains true to its values and that it complies with the regulatory legislation which pertains to schools in England.

It is the aim and intention Fowey Primary School to fully comply with current legislation and good practice. They wish to make their premises as accessible as possible, in line with local planning policy and the obligations imposed as service providers under the Equality Act of 2010. The School believes in equal opportunities for all the children, irrespective of social background, culture, race, gender, physical disabilities or ability

I have detailed my observations in section 4, The Audits, accompanied by comments and suggestions/recommendations. There is actually no such concept as being “fully DDA compliant” for an existing building. The phrase has entered the language but the legislation reads differently. A new public building will have to show disabled access, accessible toilets etc. but an existing structure will be asked to make “reasonable adjustments”.

The School has to anticipate the needs of its pupils and visitors as it doesn’t know who will be its future pupils/visitors, but it only has to react to the needs of its employees. So, it only needs to make changes in this regard for staff when it appoints someone, or when a current employee decides to disclose a disability. For staff adjustments it can apply for Government money to cover almost all the cost under the “Access to Work” scheme.



My recommendations represent current best practice, but the concepts of “best practice” and “reasonable” will change with time. This is why the Act recommends a school be audited every 3 years. A further audit should be performed in February 2020. Fire Evacuation and Health & Safety legislation may conflict with DDA legislation. When this happens both will supersede DDA, although H & S and DDA often overlap anyway.

The Equality Act makes it clear to Schools that they must make “reasonable adjustments” to make premises accessible to all users. This has led Fowey Primary School to implement a range of changes in recent years to make their premises and curriculum as accessible as it can be. The school’s Accessibility Plan is available upon request and will be renewed every 3 years. An accessible school is one in which disabled pupils are able to participate fully in the school curriculum. It is also one where the physical environment does not limit a pupil’s ability to take advantage of the education (and other) opportunities on offer. The school’s key objective is therefore to reduce and eliminate wherever possible any barriers to access to the curriculum and to allow full participation in the school community for all children, and prospective pupils, with a disability. The Equality Act of 2010 places a duty on all schools and LA’s to plan to increase accessibility in schools. Fowey Primary School recognises its duty in law:

- Not to discriminate against disabled pupils in their admissions and exclusions procedures
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

Fowey Primary School works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that they achieve this goal they work with outside professionals such as specialist teachers, Occupational Therapy and specialist nursing team. Their broad approach here is captured in their school policies which are available on their website or on request.

The School should all be complimented on the positive attitude it has towards inclusion and its ambitions to breakdown any barriers. In the meantime, I am available, at any time, should you require clarification or further advice on any topic in my report. With my report is included 24 hour support and advice on any aspect relating to accessibility.

Contents:

Section 1	Introduction
1.1	Audit Process
1.2	Priorities
1.3	Keys for costs
1.4	Abbreviations
1.5	Sources of guidance
1.6	Images
1.7	Methodology
1.8	Useful Organisations
Section 2	Consultation
2.1	Access groups
2.2	Conservation areas/Listed buildings status
2.3	Fire officer
Section 3	Site Details
3.1	Description of site
3.2	Facilities in place
3.3	Site location
Section 4	Audit
Section 5	Photographic survey (in the Audit)
Section 6	Audit terms
6.1	Accessibility audit
6.2	Purpose of audit



1.1 Audit Process

The audit was undertaken in three stages:

Stage 1. Information gathering

This is undertaken as a walkthrough audit and inspection of the building using checklist.

Stage 2. Results and recommendations

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

Checklist Ref:	Description	Applicable	
		Yes	No
1	Approach to School	Yes	
2	Car Park	Yes	
3	Route to Main Entrance	Yes	
4	External Ramps	Yes	
5	External Steps	Yes	
6	Entrance Doors	Yes	
7	Lobby and Reception Area	Yes	
8	Reception Desk	Yes	
9	Corridors, Hallways and Internal Circulation	Yes	
10	Wayfinding and Signage	Yes	
11	Classrooms and Facilities	Yes	
12	Access to the Curriculum	Yes	
13	Internal Stairs and Steps	Yes	
14	Internal Ramps		No
15	Internal Doors	Yes	
16	WC's general provision	Yes	
17	WC's Provision for Disabled users	Yes	
18	Kitchen and Dining Hall, Staff Room	Yes	
19	Means of Escape	Yes	
20	Building Management	Yes	
21	Lifts/Stair Lifts		No
22	Outdoor Spaces	Yes	

1.2 PRIORITIES

The priorities are dependent upon various factors including:

- Compliance to AD M (Part M of The Building Regulations)
- Client's policy and objectives
- Current use of the building
- Costs involved and available resources
- Plans for refurbishment
- Maintenance programmes
- Agreement of outside agencies (such as a free holder or local highway authority)

Priority ratings are as follows:

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

1.3 KEYS FOR COSTS

Budget costs have been included in the form of bands.

- N - None
- M - Minimal
- OG - Ongoing Maintenance
- ST - Structural Change
- EX - Major Structural Change

Please note cost keys are indicative only and that Ea-Audits cannot be held liable for any misinterpretations.

1.4 ABBREVIATIONS

Used throughout the report are the following abbreviations:

- DDA - Disability Discrimination Act
- BS8300 - British Standard BS8300: 2009 - Design of Buildings and their approaches to meet the need of disabled people
- AD M - Building Regulations Approved Document M - Access to and Use of Buildings
- FFL - Finished Floor Level
- EQ - Equality Act 2010

1.5 SOURCES OF GUIDANCE

Whilst for this project AD M is being used for measuring compliance, associated with the DDA, are a number of guidance notes and standards that illustrate good practice in terms of meeting the needs of disabled people.

Listed below are some documents that have been utilised for the purpose of this report.

Building Regulations Approved Document M - Access to and Use of Buildings (2004)

British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.

DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005.

Disability Discrimination Act 1995 and 2005, HMSO.

British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.

JMU Access Partnership & Sign Design Society - Sign Design Guide- A Guide to Inclusive Signage (2004).

The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.

Access Audit Price Guide, Building Cost Information Service, 2002.

Please note however the 'DDA' is not prescriptive in its recommendations to improve accessibility. As such, compliance with the Act cannot ultimately be determined or used as a method for assessing accessibility. Only tangible standards set out in guidance documents such as BS8300: 2009 can be referred to for 'compliance'.

1.6 IMAGES

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

1.7 METHODOLOGY

The main purpose of this report is to ensure that the school meets with the requirements of part IV of the Equality Act as amended by the Special Educational Needs and Disability Act 2001 and so does not discriminate against disabled pupils.

However the report will also deal with the obligations under section III of the Equality Act 2010 which relates to the provision of services to members of the public.

In order to achieve this, the report will identify where both the property and teaching processes do not meet current best practice standards and will recommend ways to overcome these issues which may incorporate adjustive works, changes to policies and procedures or a combination of the two.

It is unlikely that you will be able to implement all of our recommendations in the near future and we do recognise this. To this end a priority rating is given to each recommendation, which is designed to guide you in the formulation of the accessibility plan, which then can be incorporated into the school accessibility strategy.

The Equality Act 2010 (Old DDA) will affect the school in a number of different ways and whilst the focus of this audit relates to education this is not the only aspect where the act will apply. Three sections of the Equality Act apply to the school. The obligations under each section are outlined below:

Part IV - Education

The special educational needs and disability act 2001 extends part IV of the Equality Act which now requires that you do not discriminate against disabled people in their access to education by imposing a planning duty. As a result the school is required to prepare an Accessibility Plan to cover the following areas:

Increasing access to the school curriculum for disabled pupils
Improving the delivery of written information to disabled pupils
Improving physical access to the school environment

In turn, the school is obliged to formulate an accessibility strategy to cover all parts of the school which will relate to the accessibility plan. These obligations should compliment and integrate with the school existing special educational needs framework and should integrate with your existing SEN arrangements. This planning duty came into force in September 2002. This required that schools should have had their plans in place by April 2003. Each plan should run for minimum of three years.

There is a duty to implement, review and revise these plans, which will be regulated and then enforced by OFSTED. Independent schools will be policed by the Independent Schools Inspectorate as part of the existing schools inspection program.

Part 111. - Service provision

Any area of the school that is let to, or visited by members of the public will be covered under this section of the Act.

Under this section you are obliged to make reasonable adjustments to these areas to make them accessible to members of the public. These may include physical adjustments or adjustment policies, practices or procedures to overcome barriers to access.

Part II - Employment

As an employer it is illegal for the school to discriminate against disabled people in terms of employment, which may involve making reasonable adjustments to policies, practices or procedures or physical alteration to the premises.

This will cover areas such as recruitment, promotion and dismissal as well as premises.

In terms of premises this presents a reactive duty, as there is no obligation to take anticipatory steps to make a building accessible but rather to make reasonable adjustments for each disabled person.

This being said it will be prudent to incorporate accessibility into any refurbishment of staff areas.

We have outlined above the legislation, which applies to this school, and you will note that you have obligations under Part II of the Act in respect of employment. This area of legislation is very much related to the individual employee or potential employees and as such will generally represent a reactive duty, with alterations being designed to meet the individuals' needs. As a result private areas not open to members of the public, or pupils, such as offices and staff areas will not be covered by this report.

Our general advice in respect of these areas is to have a procedure in place to identify the needs of the employees or potential employees and then make physical alterations, when necessary, to suit the individual.

We further confirm that plant rooms and worktops etc not used for educational purposes are not covered by this report.

As the schools SEN provision should focus on individual pupils needs, including auxiliary aids, specific arrangements and teaching assistance (which may need to be funded by parents), this report does not seek to recommend specific adjustments to individual classrooms relating to items such as furniture or equipment. We feel that such items should very much be designed to meet the individuals requirements and as such widespread alterations may in fact be a waste of resources, as generic solutions may often not deal effectively with an individual pupils needs.

However, we will deal with more strategic issues such as timetabling, educational practices and making the learning and recreational environment more accessible.

Although we have included the code of practice for means of escape for disabled people within our criteria, this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the schools emergency evacuation plan.

This audit will now consider each of the barriers that a disabled visitor or pupil will face when attending your school. It will consider what we believe to be reasonable action to be taken to overcome that barrier. It will also give a guide as to the priority for the urgency for incorporating those changes into the school day. We have also provided a cost band giving the likely cost approximation of instigating changes to you premises.

In the audit we have tried to explain why a recommendation has been made, to justify why no action has been recommended where a problem exists, to give the school an insight into the problems disabled people face in accessing education/other services/of the site and also to provide more detail and further guidance as to how the recommendations should be implemented.

1.8 USEFUL ORGANISATIONS

Disability Rights Commissions

DRC helpline

Freepost

MID 020164

Stratford-upon-Avon

CV37 9BR

Telephone (0845) 762 2633

Fax (0845) 777 8878

Text phone (0845) 762 2644

Radar – Royal Association for Disability and Rehabilitation

12 City Forum

250 City Road

London

EC1V 8AF

Telephone (020) 7250 3222

Fax (020) 7250 0212

Minicom (020) 7250 4119

National Institute for the Blind

RNIB Customer Services

PO Box 133

Peterborough

PE2 6WS

Telephone (0845) 7023153

Minicom (0845) 585691

Royal National Institute for Deaf People

19 - 23 Featherstone Street

London

EC1Y 8SL

Telephone (020) 7296 8000

Text phone (020) 7296 8001

Fax (020) 7296 8199

Disabled Living Foundation

380-384 Harrow Road

London

W9 2HQ

Telephone (0845) 130 9177

Minicom (0870) 603 9176

Section 2 - Consultation

2.1 ACCESS GROUPS

For the purpose of this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various users groups and appropriate employees prior to undertaking specific adaptation works as a result of recommendations within this report.

2.2 CONSERVATION AREA / LISTED BUILDING STATUS

The site or buildings do not have a listed building status. Professional advice must be sort for planning applications.

2.3 FIRE OFFICER

Where recommendations have been suggested that may have an effect on the evacuation strategy, additional consultation with the Fire Officer is advised prior to works being undertaken.

Section 3 - Site Details

3.1 DESCRIPTION OF PROPERTY

Description	
Date of Construction:	1990
Constructed of:	Traditional Construction
Number of Buildings	1
Access Via:	Main Front Entrance and various entrances into other areas
External Areas:	Playgrounds, field, adventure playground, music area, amphitheatre and outdoor classroom.
Passenger/Platform Lifts/Stair lifts	No
Staircases	Yes


3.2 FACILITIES IN PLACE

Facilities	Details
Ramps	Yes
Platform lifts	No
Stair lift	No
Visual indicators for fire alarms	No
Induction loops / Infrared systems	No
Accessible toilets	Yes
Tactile signage	No
On site assistance	On Site
Designated Disabled parking areas	Yes
Evacuation chairs	No
Fire protected lift(s)	No

3.3 Site Location

Fowey Primary School Windmill Fowey Cornwall PL23 1HH



Item No.	Comments	Recommended	Priority	Est. Cost
Summary				
	1.1	<p>Fowey Primary School is located in the rural area of Windmill, Fowey, Cornwall. Fowey; Cornish: Fowydh, meaning 'Beech Trees' is a small town, civil parish and cargo port at the mouth of the River Fowey in South Cornwall, England. The town has been in existence since before 1300; the estuary of the River Fowey forms a natural harbour which enabled the town to become an important trading centre. Privateers also made use of the sheltered harbourage. The Lostwithiel and Fowey Railway brought China clay here for export. It is at the entrance to a large flooded valley created after the last ice age by the melt waters that caused the sea level to rise dramatically, creating a large natural harbour which is navigable for its last seven miles. Fowey is in the South Coast (Eastern Section) of the Cornwall Area of Outstanding Natural Beauty. It lies at the end of the Saints' Way and has ferries across the river to Polruan (foot) and Bodinnick (vehicle). There are many historic buildings in the town, including the ruins of St Catherine's Castle, while Readymoney Cove possesses a local beach.</p>		
	1.2	<p>The Equalities Act 2010 requires all Schools to prepare and implement an accessibility strategy to improve the physical environment of the School for pupils with disabilities and special educational needs (SEN). This should include consideration of their particular health and safety needs on the School premises and how these can be met. Compliance with the Equality Act is not about avoiding being sued or fined but about caring for staff and pupils and improving your facilities for everyone. Legislation for Schools states that Schools must make 'reasonable' adjustments to their school buildings to make access available to all. Provisions should not just be restricted to improving wheelchair access, only 5% of those with disabilities are in wheelchairs. There are 600,000 wheelchair users BUT:</p> <ul style="list-style-type: none"> • 2.5-3 million visually impaired • 1.5-6 million reading difficulties • 8 million deaf or hard of hearing • 15 million mental health difficulties • 1 in 3 people over 55 have Arthritis 		
	1.3	<p>Local Education Authorities (LEAs) and Schools, including independent Schools have duties to make physical improvements to increase access to the School buildings which means they must gradually implement plans to improve access for disabled children. Schools should regularly review their policies, practices and procedures to ensure that disabled children are not at a disadvantage because of their disability.</p>		
	1.4	<p>Under the Equality Act of 2010, Schools are expected to take 'reasonable steps' to meet the needs of disabled children who might become pupils. So Schools should think about the broad range of needs of pupils with different disabilities. However this does not necessarily include making changes to School buildings to make them accessible or providing specialist equipment or support. Both these areas are dealt with via different routes - the new planning duty for Schools and LEAs and the Special Educational Needs Framework respectively.</p>		

- 1.5 The Disability Equality Duty (DED) for the public sector is a new legal duty that requires all maintained primary and secondary Schools, Academies and independent Schools to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the building are treated equally. The new duty is not necessarily about changes to buildings or making adjustments for individuals, it's about weaving equality for disabled children and adults into the culture of Schools in practical and demonstrated ways. Disability equality will need to be at the forefront of policy development, and Schools who are not already doing so, will need to start making institutional changes across the board, as well as continuing to take action to meet the needs of individuals.
- The DED is not about ticking the right boxes quickly. It is about a whole organisational approach to disability equality, achieved over a period of time. Schools offer a place and a reason for interaction and engagement between different children, employment opportunities for adults, and increasingly, services for the whole community. Schools are uniquely placed to help challenge and overcome discrimination in society.
- 1.6 The provision of education for all regardless of their age, size, ability or disabilities depends on a wide range of factors, including School policies, curriculum planning, teaching strategies, and the School environment. Well-designed Schools allow all students to participate fully and independently. This frees their teachers to focus on educational goals. Students with disabilities should be able to get around the School along with their peers. They need to be able to navigate through the School building, use standard classroom equipment, and use their own assistive technologies with ease.
- 1.7 Ensuring accessibility of any activities or events that involve travelling outside School grounds will help all students to participate fully in School life. This would include educational trips, such as, visits to museums or theatres, visits to other Schools, sports events, or work experience. It is also important to review the accessibility of the destination, and the transport to and from the destination, as part of the planning of any such activities. As a School, Fowey Primary School act in a responsible manner to ensure the safety of all children attending offsite activities and outdoor learning experiences. All their pupils derive a great deal of educational benefit from taking part in organised visits. These give the opportunity to develop skills and to provide experiences beyond those available in the classroom. The school actively promotes the use of exciting, highly motivating environments and activities to stimulate pupils of all ages and to help them to learn. These include recent trips to other Schools for Sports activities, community projects and science in Polridmouth.
- 1.8 The guidance in this audit focuses on the needs of students with disabilities. However, students are not the only people to use the School building. Teachers and administration staff, parents, visiting students, and those who use the School outside of core hours all have particular requirements. A 'universal design' approach allows all users to make use of the services available in the School building. A 'universal design' approach to School design will ensure that the School can be accessed, understood and used
- to the greatest possible extent
 - in the most independent and natural manner possible
 - in the widest range of situations, and
 - without the need for adaptation, modification, assistive devices or specialised solutions
- This audit is not designed to address all possible barriers for students with disabilities taking part in School life. There may well be issues around curriculum design, staff training, access to personal care, interpretation services, and access to information that go beyond the scope of this audit.

Students with disabilities will have certain unique requirements that impact how they use School facilities. For example :

- Students with mobility disabilities may have particular difficulties with steps, or heavy doors. They may need additional desk space if they use a wheelchair, or additional storage space for a walking frame or crutches
 - 1.9 • Students with visual difficulties will benefit from improved lighting and clear visual contrasts on doorframes and support columns
 - Some students with emotional, psychological or mental health difficulties will benefit from a calming environment created by appropriate use of light and colour schemes •
- Many students have particular requirements for access to laptop computers or other assistive technology. Availability of power points for recharging will greatly benefit these students

- 1.10 On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This Duty replaced the existing Race, Disability and Gender Equality Duties. More and more responsibility has been given to Schools in the UK to promote equality and improved access to the building and the curriculum should be at the forefront of all School planning. Schools need to ensure they have taken all 'reasonable measures' to make their building and curriculum as accessible as possible.

- 1.11 The Disability Discrimination Act (DDA) 1995 (now replaced by The Equality Act 2010) aimed to end the discrimination that faces many pupils with disabilities. The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that all Schools built in the future are completely accessible.

- 1.12 Improvement in communication technology (internet, email, text messaging, social networking sites and video phone links etc.) has enabled easier links between deaf people, and between deaf people and those with hearing. This has also served to emphasise the importance and value of good literacy skills and encouraged better levels of attainment.
- The consequence of all the above changes has been the raising of educational expectations for deaf children, particularly in respect of language, achievement and attainment levels. These can be much closer to hearing norms for many deaf children than was previously considered possible.

- 1.13 The Schools Information Act 2012 required the online publication of a large number of documents and policies. These can easily be found on the School web site.

- Providing information on the accessible features of a building and its grounds on the School website is useful for potential new students and first-time visitors to the School. For visitors, there should be contact details for the School and a link to Google maps which makes it easier for a visitor to the website to locate the School. The website is very informative and the School has created the website to keep parents up to date with School news and notices, and to showcase some of the great things their pupils are achieving. Their web site is also a reference point for information. The School is committed to making its web site as accessible as possible to users with disabilities, including users who may be blind or partially sighted. They also make sure that those users who have reading difficulties are able to use the site. The School has designed their site to be accessible for disabled users and visitors using the different technologies (browsers, screens etc.)The School is also aware of the needs of adult users and of its parent body. Information for parents can be provided in large print format on request. If any parents need any other form of adaptation or accommodation the School asks that people get in touch with them so that they can discuss how best to help.
- 1.14
- Schools will vary widely in how accessible they are to individual pupils.
Every School must have an accessibility plan, which shows how they intend to improve accessibility for special educational needs pupils, and by when these improvements will be made. In order to prepare the plan a school must firstly commission the completion of an Access Audit which is what Fowey Primary School has done. This plan must be published. It will outline how the School will:
- 1.15
- improve the physical environment
 - make improvements in the provision of information
 - increase access to the curriculum
 - Schools can also increase access for individual pupils by making 'reasonable adjustments'. These can be simple changes such as making sure that all lessons take place in ground floor classrooms for a class where one of the pupils uses a wheelchair and the School does not have a lift.
- Changes to the physical environment that a School could make to increase access might include:
- 1.16
- lighting and paint schemes to help visually impaired children
 - lifts and ramps to help physically impaired children
 - carpeting and acoustic tiling of classrooms to help hearing impaired pupils
- Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:
- 1.17
- in Braille
 - in large print
 - on audio format
 - using a symbol system
- Adjustments that would help children with disabilities have better access to the curriculum might include:
- 1.18
- changes to teaching and learning arrangements
 - classroom organisation
 - timetabling
 - support from other pupils

Technology suited to pupils' needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:

- 1.19
- touch-screen computers, joysticks and trackerballs
 - easy-to-use keyboards
 - interactive whiteboards
 - text-to-speech software
 - Braille-translation software
 - software that connects words with pictures or symbols

Fowey Primary School is doing all it can to make 'reasonable adjustments' to the access in the buildings and has done everything it can to comply with The Equality Act 2010.

- 1.20
- Reasonable adjustments have been made for all children with SEND where necessary. When a child with a particular disability is admitted to the school, they consult with outside agencies for extra guidance when necessary. The School currently has one child in a wheelchair who has good access. They seek to create a harmonious community in which the individual is valued and is given every opportunity to fulfil their potential in terms of pastoral, emotional and intellectual growth; thus enabling them to live successfully in an increasingly demanding and ever changing world. It is an inclusive community where all are safe, happy and valued. The school is fully committed to following the guidance contained in the report.

Approach to the School

The school is located in a lovely rural area of Windmill, Fowey, Cornwall. There is a public bus stop nearby with a lollipop lady at a crossing. Access to the entrance of the school is level and is accessible by all. The pavements are in good condition. Tactile paving/dropped kerbs have been used where necessary in the locality to assist disabled people. Tactile paving (also called truncated domes, detectable warnings, tactile ground surface Indicators, detectable warning surfaces) is a system of textured ground surface indicators found on many footpaths, stairs and train station platforms to assist pedestrians who are blind or visually impaired. Yellow Zig Zag road markings are clearly visible. School Keep Clear road markings were initially introduced in the 1964 Traffic Signs Regulations. They were originally consisting of broken white lines that formed a box containing the words 'School Entrance'. In 1975 these markings were changed to the current yellow zig zag lines with the words 'School Keep Clear' placed between the zig zag lines. Due to the success in helping to prevent accidents between motorists and children, these yellow zig zag lines are now seen at the majority of school entrances and exits throughout the UK.



2.1

Traffic can be a particular hazard for some people, including people with mobility difficulties, those who have difficulty remembering and concentrating, and for those with sensory disabilities who cannot hear or see the vehicles. In the School grounds, Schools should provide separate routes or pavements for pedestrians and pupils to keep them away from vehicles. The most effective way to do this is to separate pedestrian from vehicle activity, by making routes entirely separate. Where possible, pedestrian traffic routes should represent the paths people would naturally follow (often known as 'desire lines'), to encourage people to stay on them. At Fowey, pedestrians are kept safe from the traffic as they have separated entrances, divided by a fence.



2.2





2.3

In total, there are 2 pedestrian entrances into the school grounds. There are no obstructions from the pedestrian entrances to the School entrances and the routes are smooth and free from loose stones. The pedestrian entrances provide level access. The routes are free from hazards and easily accessible and are also well lit. Although I surveyed the buildings in the day time, the routes are free from shadows and would not cause a problem for the partially sighted. External street lighting is provided throughout and is available on approach to the site. Adequate lighting is essential for all visitors and staff not just the disabled. Strong lights or heavy shadows should be avoided. Highlight the corners of the stone walls at the gate. Paint either stanchions or gate a contrasting colour, ensure gate handle a contrast colour. Cut back grass and delineate path by painting white lines either side to assist visually impaired students.

Highlight the corners of the stone walls at the gate. Paint either stanchions or gate a contrasting colour, ensure gate handle a contrast colour. Cut back grass and delineate path by painting white lines either side to assist visually impaired students.

A

M



2.4

To get to and from School, Fowey Primary School encourages walking for the pupils who live near by. There are lots of benefits: it's healthier than travelling by car, it improves the safety of pedestrians and road-users, and it respects nearby residents and parking regulations. They ask all parents that if they do need to travel by car, that they park wisely. Parents are reminded to take great care when parking near the school. Parking is not permitted on the zigzag lines at the front of the school or on the driveway to the school. Parents are asked to have consideration for the residents who live nearby and to make sure not to block their driveways. Vehicles are not allowed through the school gates unless on official business and the access must be kept clear at all times. Parents/carers may park in the Squire's Field Car park a few minutes walk away, at drop-off and collection times.

It's a great idea to get children into the habit of walking all, or at least part, of the way to school. It's not just good exercise but also helps them to become familiar with the roads as a pedestrian. Children are easily distracted and may act impulsively near roads without warning so parents are advised that when they are out together, keep them away from traffic and always walk with the road on their side whenever possible. Further advice is to always hold their hand when they are out together and not to let them run ahead or lag behind. Many drivers don't even notice young children at the roadside and children need to learn to look out for dangers including cars starting up or reversing, pulling out of driveways and crossing at junctions or bends in the road, as, especially young children cannot judge the speed and distance of traffic.

A

N



2.5

The School takes safeguarding very seriously – they ensure their children are kept safe in lots of different ways: They only employ qualified and trained staff who have had an enhanced criminal records check. All volunteers and visitors are also checked and given a "Safeguarding" briefing before they have access to the site. They have a safe and secure building and grounds; they carry out daily, weekly or yearly risk assessments for the equipment and areas used by all children, both in the School grounds and whenever they go for trips beyond their boundaries. All staff have regular safeguarding training and they focus on the well-being of every child individually. This means that all parents and visitors to the School may only be given entry to the building after they have registered with the School office staff at the main entrance. The School has a manual signing in policy.

2.6

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained Schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The statutory guidance Working Together to Safeguard Children (2013) covers the legislative requirements and expectations on individual services (including Schools and colleges) to safeguard and promote the welfare of children. The statutory guidance Keeping Children Safe in Education (2016) is issued under Section 175 of the Education Act 2002. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

- 2.7 Fowey Primary School fully recognises its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure effective arrangements within their school to identify, assess and support children who are suffering from harm. Their policy has been updated to take into account the DfES guidance 'Keeping Children Safe in Education' (July 2015). They have clearly defined Roles and Responsibilities: All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within the school, who have specific responsibilities under child protection procedures.

- 2.8 Fowey Primary School recognises the importance of creating an ethos within school that will help children to feel safe and confident that they will be listened to. They recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school recognises these facts and all the staff are trained in keeping a watchful eye on all their pupils and bringing any worries about safe guarding to the relevant person.

- 2.9 Fowey Primary School take their responsibility to safeguard and promote the welfare their children extremely seriously. Improving outcomes for all their students underpins all of the work within this school. Safeguarding is everyone's responsibility and as such their school aims to create the safest environment within which every student has the opportunity to achieve. They are very conscious of the need to keep their children safe and it is for this reason that visitors may find it hard to get into the school building. It is also important for security reasons that they know who is in school at all times. Fowey Primary School recognises that the safety and welfare of children is paramount and that they have a responsibility to protect children in all of the schools activities. They endeavour to: Create a safe and welcoming environment where children can develop their skills and confidence, support and encourage other groups and organisations to implement similar policies, recognise that safeguarding children is the responsibility of everyone, not just those who work with children, ensure that any training or events are managed to the highest possible safety standards and treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

Car Park



- 3.1 There is a school car park for staff and visitors at the side of the school. The car park is approached via the driveway from Windmill at the front of the school. There is parking for 12 cars and spaces are marked out although faded - repaint as part of maintenance schedule. It is open air/surface parking. The car park surface is tarmac. Parking areas are of adequate dimensions and provide for satisfactory circulation and manoeuvring space. Vehicles are able to enter and leave the car park in a forward direction. There are no safe walkways for pedestrians in the car park. Pedestrian walkways are designated areas in car parks, intended for those on foot. They lead to specific areas, such as entrances. The intent behind pedestrian walkways is safety, to keep people walking apart from those in vehicles and to reduce the incidence and possibility of accidents in the car park. Pedestrian walkway safety is vitally important. There may be a hearing impaired person who doesn't hear a car which could be reversing out of its car park space. School car parks can be dangerous. Children may feel safe but drivers can't always see them, especially when reversing.

Repaint car park lines under normal maintenance schedule. Pedestrian walkways should be allocated in your car park. Ensure that all pedestrian walkways are well-lit at all times, and that the surfaces are completely flat, with no cracks in the floor that someone could accidentally trip over. Clear away any debris or rubbish regularly. An example is shown.



A M

- 3.2 For a number of wheelchair users and mobility impaired people it is very important that designated, well sized, accessible parking bays are provided as close as possible to the entrance points. If there is not sufficient size to allow a person to transfer from the car to a chair it may actually prevent that person from visiting the building at all or could result in them parking improperly causing an obstruction to other users. As a result it is essential that an adequate number of well-designed accessible bays are provided. For a site of this type and use there is no specific guidance to follow but we would suggest that 5% of the overall parking provision should be made available for disabled use.

The school has an accessible bay. The lines require repainting. On the day of the visit a van was parked in the disabled space.

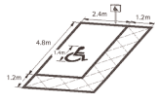


- 3.3 (According to AD M- Designated parking bays should be included: workplaces: 1 space per employee known to be a disabled motorist, plus at least one space or 5% of the total capacity. There must be a minimum of one space.) The approach to the School entrance from your accessible bay is flat, with a smooth transfer available for wheelchair users. It is as close as possible to the accessible entrance. The accessible bay has been designed so that drivers and passengers, any of whom may be disabled and need the bay, can get in and out of the car easily and safely. The bay is longer and wider than a standard bay to ensure easy access from both sides and at the rear. This is because people may need to extend their doors fully to get out of/into their vehicle or may need extra room to transfer to or from their wheelchair. Best practice recommends that the actual parking space should be at least 4.8m by 2.4m.

Repaint lines for disabled parking bay.

A M

- 3.4 In addition the hatched areas should allow a 1.2m access zone between bays at the side and 1.2m at the rear for easy boot access. Disabled users are likely to be more vulnerable to collision with traffic and a mobility impaired or elderly person is unlikely to be able to move as quickly as a disabled person. Equally a visually impaired person will be less aware of oncoming traffic. As a result a safe route should be provided from accessible parking bays to the nearest exit or entrance.



- 3.5 Correct measurements and markings for a disabled car park space. Any new bays should be designed to meet the requirements of BS8300: 2001. In effect this design insures that the surface is relatively level, have a hard finish and free from stones, gravel etc.

Erect a sign immediately in front of the space.



- 3.6 As well as a sign on the ground as provision for disabled drivers or passengers only, there should also be a sign immediately in front of the space, which is good practice. This is needed in case of snow or leaf covering on the ground. For wheelchair users signs should be placed between 1000mm and 1100mm above floor level. The lettering should be in small case and should contrast with the sign board, and the sign should have a matt surface. Symbols can be used to supplement written signs. An example is shown.



- 3.7 Directions to the disabled car parking should be placed at the entrance to your car park so any disabled visitors know which way to go to access the designated disabled car park space. An example is shown. Having this sign will give confidence to disabled visitors to your school who will feel re assured that once they reach your car park, that there will be a designated car park space for them. It also creates an inclusive welcome and a first impression of equality.

Place a sign at the entrance to your car park showing the direction for the disabled car park space.

A M





- 4.1 The route to the main School entrance is easy to locate. The main School building and entrance are visible on approaching the School. (Lack of external signage could potentially render the entrance difficult to locate, particularly to a first time visitor. Hearing impaired people could also become anxious at having to ask for directions.)

An example of suitable signage shown.



- 4.2 Surfaces on routes for visitors, staff and pupils are smooth, slip-resistant, firm, level, well-drained and free from loose stones. They are wide enough and free from most hazards including windows opening outwards.



- 4.3 Having provided well designed accessible parking it is equally important to ensure that pedestrian routes to and from the main disabled entrance are accessible as well as routes for other pedestrians. Routes should be level, free from steps, bollards and steep slopes which present difficulties for many disabled people. Moveable street furniture such as bins, seating and A-boards should be carefully located so as to not obstruct walking routes. Well-designed dropped kerbs with appropriate tactile paving should be provided where necessary.

Regular maintenance of shrubs etc. and paint white lines on either side of pathway to assist visually impaired pupils and visitors.

A M

External ramps



- 5.1 There is 1 ramp leading to the hall and 1 which that leads to a classroom at the rear of the building. A ramp is defined as a sloping surface joining two different levels and is used as an alternative to stairs. Benefiting from an added ramp are those who use wheelchairs, walkers, and canes as well as those who may not use equipment but whose balance, strength, or stamina make stair climbing difficult or unsafe. The ramp lengths and the gradients are suitable and they are wide enough to full length of ramp slope and landings. The top and bottom landings are of adequate size. The surfaces are suitable and the slope surfaces are visually contrasting with the landings. The ramps have been built in line with guidelines in Approved Document M (ADM) of The Building Regulations 2010 and BS8300:2009+A1:2010. Where access is via a ramp, the start and ends of the slope need to be indicated. This can be done with a thick stripe of white or yellow paint across the width or a boldly painted white triangle pointing in the direction of the slope. Your ramps would benefit from having some highlighting at the start and at the end of them to aid a visually impaired person.

Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition. Mark start and end of the ramps as explained



A N

- 5.2 Ramps should have the following dimensions: 1.5m wide with a minimum unobstructed width of 1.5m.
Have a maximum individual flight of 10m and maximum gradients of 1:20 if longer than 5m, 1:15 if longer than 2m or 1:12 if shorter than 2m.
Have 100mm high raised kerbs to any open side of ramp or landings
Have a continuous suitable handrail on each side.
(see Part M Access to buildings other than dwellings)

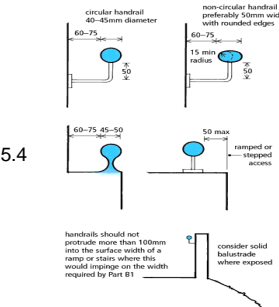
2 Handrails should always be provided on either side of a ramp as people who have difficulty negotiating changes of level need the support of handrails. For example someone with cerebral palsy would only have strength to one side of the body and so would require a rail to be fitted either side of the ramp for ascent and descent.

Consideration should be given to the provision of a second (lower) handrail set at 600mm on stairs, particularly in Schools, for use by children and people of short stature.

- 5.3 Handrails should be easy to grip and provide good forearm support for people who are unable to grip. They should be configured with a positive end to reduce the risk of clothing being caught on the ends of rails.

Surfaces such as hardwood or nylon coated steel are recommended in preference to surface materials that are cold to the touch.

The handrails should be easily distinguishable from their background, without being highly reflective. The ramps have not been fitted with handrails each side.



Shown are dimensions of handrails.

External Steps



- 6.1 The school has external steps at the side of the car park entrance. Steps and stairs should be carefully detailed for the benefit and safety of everyone. Accompanying handrails are important for people with walking difficulties and impaired balance. There should be handrails either side in a contrasting colour. (Only if there are more than 3 risings.) Blind and visually impaired people benefit particularly from handrails which extend at the top and bottom of flights, especially when descending. On wide flights of steps, handrails should be used to divide the flight into channels. AD M states that on flights of steps wider than 1800mm, handrails should be used to divide the flight into channels between 1000 and 1800mm, (but note anomaly here: taking into account the width of handrails, a flight needs to be at least 2050mm wide to be divided such that each channel is 1000mm wide).

Install handrails on all outside steps where there are 3 or more risings.

B M



- 6.2 Nosings will alert a sight impaired person to a change in level. Nosings should be 2 inch strips which are painted or attached to the front and top of each step. Usually yellow is used as it is a good contrasting colour. If nosings are not painted then tactile paving should be used. Nosings, (stair edgings) are used to define the edges of steps in line with guidelines in Approved Document M (ADM) of The Building Regulations 2010 and BS8300:2009+A1:2010. Nosings can help to reduce accidents on stairs and steps as well as helping to provide an 'inclusive' environment giving access to all school users.

Ensure nosings are painted on all outside steps or tactile paving should be installed.

A M

Ensure that the steps are kept clear of grit and gravel which could present a trip hazard and that the surface is kept in good condition.

A M

Main Entrance Door to School



- 7.1 The main School entrance should be easily identifiable from a distance by its design, location, signage and lighting. It should be easy for all students, staff and parents to use. In existing buildings, it is important to ensure that students with disabilities can use the same entrance as other students. Access doors should be so designed as to permit operation by one person in a single motion with little effort. Power-operated doors are the best for people with disabilities. The activator system should be automatic or placed within easy reach. An accessible door should have the following features:
- Secure side – a sign, a door handle, an extra pull handle, glazing and a kick plate.
Un-secure side – a sign, user-friendly access control reader, glazing and a kick plate.

Remove posters from vision panel.

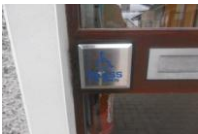
A

N

Some key considerations in relation to entrances include:

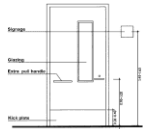
- 7.2
- A level threshold, without steps. A ramp can be used to address small changes in level, up to 300mm. Where there is a change in level of 300mm or more at the approach to the entrance, both a ramp and steps should be provided.
 - Doors that are wide enough and easily operated. Automatically operated sliding doors provide a high level of accessibility for all users. The accessibility requirements need to be balanced with cost, maintenance issues, and security issues
 - Manual door closers should be avoided where possible. These can cause difficulties for people with mobility disabilities because of the force needed to open the door. Revolving doors should also be avoided. These can be very difficult for wheelchair users and people with mobility difficulties to use
- 7.3
- Sufficient circulation space around the entrance can minimise congestion at the start and end of the day
 - A good visual link between the internal office, reception and main entrance area, to the main external approach will help staff to identify any students or visitors in need of assistance
 - A level covered area to provide shelter to students being dropped off or collected is also desirable
 - Any access control system that stops unexpected visitors from getting into the building should be clearly visible. It should be reachable by a wheelchair user or a person of smaller stature and usable by people with hearing, speech or vision loss
 - Appropriate signage directs visitors to the entrance or reception area

- 7.4 In new buildings, the accessible entrance(s) should be the main entrance(s) intended for use by the general public. Each accessible entrance should be connected by accessible pathways to accessible indoor or outdoor parking areas. In order that a wheelchair user can pass through a doorset without difficulty a clear width of at least 750 mm but preferably 800mm should be achieved.



- 7.5 The door at the main entrance to the School is suitable for a wheelchair entrance. It is a wood and glass panelled door with a manual door system with an automatic push system. The main entrance is easy to locate. It is clearly distinguishable from the building front. It is well lit and free from shadows and signed. Automatic doors make it easier for any visitors with mobility issues to enter your building and are preferred, once the budget will allow.

- 7.6 The door has a vision panel. Doors which are predominantly glass need to be labelled or marked in some way to give a visual clue and help warn the visually impaired of the approaching hazard and judgement of distance. People either side of the door, seated or standing, are able to see each other or to be seen. The threshold weather mat is of firm texture, flush with the floor, and does not pose a hazard. This entrance is also a fire-exit door. The colour of the entrance door contrasts with the surrounding surface so as to be distinguishable by people with sight problems.



- 7.7 Operational devices on doors, such as handles, pulls, latches and locks, should be easy to grasp with one hand.
 Handles: - Lever-type handles, push plates or pull handles are recommended for swinging doors because they are easy to open.
 - Round knobs are not recommended.
 - Door handles should be located at a comfortable height between 0.90 m and 1.00 m from the floor surface.
 Door furniture on manually non-powered doors should be easy to operate by people with limited manual dexterity. Correct handles have been fitted to your other entrance doors.



- 7.8 The other entrance/exit doors were checked. All children enter/exit through their external classroom doors or own designated entrances. The other entrance doors are all manual with many having sloped entrances and one at the rear has a ramp. Some of the external doors handles require either contrasting door handles or door plates.

Because manual door closers are fitted to all of the doors make sure these are adjusted to provide the minimum force necessary to open or close the doors. Make sure staff and students are aware of the need to offer assistance by holding open doors or carrying materials for people with disabilities who have difficulties at the entrance. Check external doors handles contrast with the door.

A N

Reception Area and Desk



- 8.1 There is a seating area available once inside the School building and there is room for a person in a wheelchair to sit alongside a companion. Waiting areas are needed so it is important that there are a variety of seats available that are accessible for both the ambulant disabled and those in wheelchairs. There should also be spaces available for wheelchairs within the seated area so that those who do not wish to transfer from the chair can be seated with their companions. Ensure that those who do transfer to another chair have somewhere close at hand to store their wheelchair without blocking off part of the reception area or horizontal route.

Ensure you provide at least one high backed seat with arms in your waiting area.

A N

- 8.2 The transitional lighting in the reception area ensures that people can adjust to different lighting levels and the floor surfaces are slip resistant, firm for wheelchair manoeuvre, and there is no echo. (Adequate lighting is essential for all visitors and staff not just the disabled. Avoid strong lights or heavy shadows. A maintained illuminance of 200 lux is recommended.) Lighting levels within the whole of the premises were tested using an ACT light meter and it was generally found to be above the minimum recommended guidance of 100 lux at floor/landing/stair levels. It is essential that lighting levels are maintained within the premises at these levels as the light levels below this, persons with a visual impairment will have significant difficulty in negotiating their way around the premises. We recommend therefore that you continue to ensure that missing light bulbs/tubes etc. are maintained diligently and the lighting levels generally around the premises are maintained at a high level.

Although there were no missing bulbs on the day of the audit, ensure that missing bulbs and fluorescent tubes be replaced as soon as possible as part of your ongoing maintenance program.

A OG



- 8.3 The reception desk/window and area is one of the first pieces of furniture that a visitor sees when they enter a building. Good provisions here will give an immediate message to people with disabilities as to whether or not the School will be accessible. The main office is directly behind the reception window.
- Visitors to the School will often need to read and sign documents over the desk so it is important that they have access to the counter top. To aid this, the counter should be offered at two heights; a lower one for those in a wheelchair, younger or shorter visitors, that should be between 800mm and 850mm and one at a higher level so that those with poor mobility do not need to stoop or let go of their canes, etc. at a height of between 950mm and 1100mm. The reception window which has been installed does not offer a good facility for a person in a wheelchair as there is no area where they could approach to use the desk and be able to sign/write if required. The radiator under the reception window impedes wheelchair access. The fire extinguisher should also be moved.

Move fire extinguisher and install shelf as detailed below.

A n

- 8.4 At reception windows, it is vitally important for wheelchair users, that they have knee and toe space so that a wheelchair can face the reception desk rather than being forced to make a side-on approach. Research has shown that 900mm high shelf is practical for wheelchair users. The width required is variable due to the space within which it will be installed but should allow enough width so that necessary documents can be filled in and signed. Knee and toe space dimensions should allow at least 250mm deep and 300mm high. Vertical clearance under the shelf should be at least 700mm.

Install a shelf at a suitable height under/close to the reception window to allow a wheelchair user to sign documentation, so that a person in a wheelchair can get their legs underneath the desk. Examples shown.



B M



- 8.5 There is no induction loop fitted to assist visitors/pupils who have impaired hearing in the reception areas. Hearing (induction) loops help people with hearing loss to hear sounds more clearly by reducing the effect of background noise. When a staff member speaks into that microphone, sound is transmitted as a magnetic field which can be picked up by hearing aids when set to the 'T' setting or hearing loop program. This applies to different types of hearing aids, including digital. A portable hearing loop provides limited coverage and is designed for one to one conversation for people with hearing aids.

Install a portable induction loop at the main reception desk.

B M

Corridors, Hallways and Internal Circulation

- 9.1 In primary Schools, students spend most of their time during the day in one classroom. However, in secondary Schools, students tend to move between different general and specialist classrooms, so ease of movement and minimising travel distances needs to be carefully considered. Where possible, Schools should be planned to minimise long travel distances, which can be a barrier for some students with mobility disabilities. Fowey Primary School is quite a compact site with minimum distances to travel.



- 9.2 All circulation routes are wide enough for two wheelchairs to pass one another. A minimum clear width of 2400 mm is preferable, with a recess of 900 mm for lockers or coat stands. There is enough room for one wheelchair to manoeuvre and someone to stand aside. AD M - Corridors and passageways should be wide enough to allow people with wheelchairs, people carrying large items or people on crutches to pass each other.
- 9.3 Throughout the corridors, both the natural and artificial light avoids reflection, glare, shadows and silhouette.

- C** **OG**



- C** **OG**

Wayfinding and Signage



- B M

- B M



10.3

Signs in uppercase are a No . Constantly review your signage to ensure the criteria are being met. "signs should form part of an integrated communication scheme that gives clear directions, information and instructions for use of a building" – BS 8300:2001. Tactile signage makes visual information accessible to blind and partially sighted people. Accessible maps and signs ensure blind and partially sighted people can find their way around your School. This is a legal requirement to make sure your signage doesn't exclude people from accessing your School. Any new signs should be designed to meet the requirements of the Sign Design Guide. This is published by the JMU & Sign Design Society.

Change all signage in upper case to lower case. Some of the classroom doors and other doors have been marked in uppercase.

B

M



10.4

Not all classroom doors have been signed. School Room Signs & Classroom Signs help students quickly and easily find the correct rooms. Room Signs help students & teachers know where they are going. These signs are especially important for children with SEND. Signage and other means of orientation are invaluable for visitors and new students, particularly people with sensory disabilities, autistic spectrum disorders, speech communication and language needs, or learning disabilities. Raised letters, Braille, and visual contrast on signs assist people who are blind or partially sighted. There are some emerging technologies that use GPS and other facilities within smartphones to provide wayfinding information to users in both visual and audible formats for large Schools. Most schools have their signage at an accessible level e.g. half way down the door ensuring that the numbers or letters are of a good contrast to the background. Backgrounds should be plain to allow best visual access.

Sign all classroom doors in a uniform manner.

B

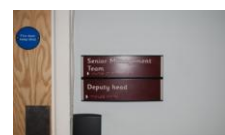
M

10.5

Below are some examples of signage from other Schools which show the incorporation of tactile signage.



10.6



These are some examples of signage at other Schools. Try and have all classroom signs in the same design.

C

M

Classrooms and Facilities

11.1

The premises consist of a single story building built in 1990. It has a mezzanine level built on to give a small extra teaching area for small groups. It is part of the Peninsula Learning Trust of Schools - joining in September 2015. The Peninsula Learning Trust currently has 8 schools in the group - Carclaze Primary School, Fowey Primary School, Lostwithiel Primary School, Luxulyan Primary School, Mevagissey Primary School, Mount Charles Primary School, St Mewans Primary School and Penrice Secondary School. The Trust has two simple objectives: Improve every school to become outstanding through sharing school improvement activity, challenging each other to do even better and offering support. Help head teachers and governors focus on the progress of children by bringing together centrally all the 'back office functions' of the schools and removing this burden from individual school leaders. It also organises training days for staff from all the schools in the group. The School currently has 117 pupils on the roll and the age range is 4-11. The School has 7 classrooms, a music room, a hall and a library. The School has playgrounds, a sports field, and adventure playground an amphitheatre and an outdoor classroom. The School runs a breakfast club where children can have a breakfast with some and some light activities. The after school clubs change from term to term depending on the use of the outside facilities.

- 11.2 The classroom is the most common type of room in a School building. An appropriate classroom environment is important for successful teaching and learning and for ensuring that all students can participate equally in classroom activities. It is important that all students can circulate freely around the classroom, and can access storage areas, equipment, sinks, sockets, and so on. The provision of ample space and level access is important for those using assistive devices, such as wheelchairs, crutches or canes. Worktops and sinks should have knee space underneath to allow a wheelchair user to use them comfortably. Anti glare film is recommended on windows in areas which visually impaired children use frequently. This is due to photosensitivity further reducing vision, ability to judge speed and distance and also causing eye pain and headaches.

- 11.3 Students with emotional, psychological or mental health issues may need more space around them, or they may need access to quiet rooms to allow them to refocus. In some cases, they may need spaces that allow for engagement with a number of adults at one time. Appropriate use of lighting and colour can help to create a calming environment. Students who have intellectual or learning disabilities will benefit from a design approach that reduces visual and auditory distractions. Distractions can arise from other students passing through nearby corridors, or from noisy sports or music activities, or from external distractions, such as buses or grass cutting.

- 11.4 Students who have difficulties with remembering and concentrating will also benefit from reduced distractions. They may need access to assistive technology (such as a laptop computer with specialist software) to help them to manage their learning processes. Students who have speech disabilities may need alternative ways to communicate with their teachers and their peers. Classrooms designed to facilitate the use of computers with assistive technology can be very helpful in meeting and supporting these needs. Requirements include appropriate desk space, power points, and network connectivity (fixed or wireless). A suitable acoustic environment that avoids or reduces noise distractions will also be helpful.

- 11.5 The acoustics in classrooms are important, as children have proven that poor acoustics will make it more difficult for all pupils to understand the teachers voice and may actually shorten attention span. For deaf or hard of hearing pupils, this will be particularly the case, with room acoustics having a significant effect on that pupils ability to hear and understand the teacher. Whilst the SEN framework may provide auxiliary aids to help deaf or hard of hearing pupils to communicate with the teacher, good room acoustics will greatly assist this and may even prevent the need for such aids in the first place. In practical terms, using soft furnishings, carpets, or sound-absorbing notice boards may help to reduce the reverberation time in a classroom. Where sound-absorbing floor and wall finishes and fittings may not be appropriate for maintenance and durability reasons, providing a sound-absorbing ceiling may be more appropriate.

- In a School with a good acoustic environment, people will experience:
- good sound quality – enabling people to hear clearly, understand and concentrate on whatever activity they are involved in;
 - minimal disturbance from unwanted noise (such as from activities in adjacent areas, teaching equipment such as data projectors, ventilation fans or road traffic).
- 11.6 In classrooms, class bases and other areas used for teaching, this will allow teachers to communicate without straining their voices. In some types of spaces, such as music rooms, recording studios, open-plan areas and rooms where pupils with hearing impairment are taught, there are additional requirements that may require higher acoustic standards than those for normal class bases.
- In complying with the School Premises Regulation on acoustics, regard should be had to Acoustic design of Schools (revised in 2012). This replaces Section 1 of BB93 and sets out performance standards in terms of:
- 11.7 1. adequate sound insulation of internal walls and floors to minimise disturbance from sound generated in adjacent areas;
2. appropriate reverberation times (RT) to suit the teaching and other activities planned to take place in each space. Reverberation time measures how 'echoey' a particular room is. A relatively short RT is needed in most teaching and learning spaces not only to ensure that speech, including teachers' voices, is clearly heard and understood, but also to control the build-up of occupancy speech noise. Some spaces, for example some types of music room, require a longer RT;
3. suitable indoor ambient noise levels to enable clear communication. Suitable indoor ambient noise levels will vary depending on the activity taking place. Some noise sensitive activities, such as listening to music or learning a language, are less tolerant of background noise, as are rooms used for teaching pupils with hearing impairment and some other special educational needs; and
- 11.8 4. adequate speech intelligibility in open plan areas to avoid disturbance from adjacent activities and to ensure that the wanted speech can be understood.
- Soundfield systems may offer some benefit to students with mild hearing loss who don't use hearing aids. The classroom will be fitted with speakers in the ceiling or walls to ensure that the teacher's voice is heard clearly throughout the classroom. Soundfield systems differ from traditional public address systems by making the sound clearer, not louder. Portable soundfield systems are available that can be moved between classrooms as required.
- In existing Schools, management solutions can help to reduce problematic background noise and improve acoustics. Solutions include keeping windows closed; using window blinds; putting rubber caps on chair legs; and using soft materials on walls, ceilings and other hard surfaces to reduce echo. Tablecloths, mobiles hanging from the ceiling, and wall displays using soft materials can all help to reduce echo. If these management solutions are not sufficient, expert advice should be sought in relation to the installation of suitable sound insulation.
- 11.9
- At Fowey Primary School, they believe that all children have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of School life. The curriculum is not only the subjects on the timetable, but all other learning experiences students encounter whilst at school. These include activities, competitions, visits, speakers, team games, opportunities to learn musical instruments, opportunities to take on responsibilities, etc. The Spring Term offers football, netball, crafts, Bible study, Music and Drama clubs. The Summer Term will offer in addition Cricket, Gardening, sketch and draw and ball games.
- 11.10



11.11

In the School, there are large and tidy, well maintained classrooms with bright cheerful displays which celebrate pupil's work. All areas provide a well-resourced and stimulating learning environment.

Furniture layouts in the classrooms have been carefully planned to ensure space at the entrance and access to key facilities such as the whiteboard, storage areas, and practical zones. An 1800mm turning space at these areas has been maintained and a preferred circulation width of 1200mm for movement between them. A minimum of 900mm circulation width is available on all routes. This space is based on the requirements of wheelchair users, but will also benefit a range of other users.



11.12

Visual timetables are in use in some of the classrooms. A visual timetable or timeline uses pictures to break down steps of a task or a routine throughout the day. It is like us using a diary, following a recipe or making a list using pictures instead of words. Visual timelines can help children in lots of different ways:

- ☐ Children with difficulty understanding language may benefit from visual timelines because of the extra time they allow them to think. When we talk our words disappear quickly and children have to remember and work out what we have said. As pictures don't disappear, your child can look at them and take in the information at their own pace.
- ☐ Visual timelines can also help support any child who is anxious, perhaps because they are going somewhere or doing something new, or don't understand routines. They are reassuring for children who need to know what is going to happen next in a task or routine so that they can anticipate this.
- ☐ Many children learn better when they have pictures to help them. Lots of children are visual learners which means they learn by seeing things rather than listening.



11.13

While spending time with schools over the last few years, I'm delighted to see so many brilliant Working Walls in use. At Fowey, they are innovative and interactive. There is more to 'working walls' than you might think - with a little ingenuity, teachers can use them for any subject and age group. Fully inclusive classroom environments can both support and enrich the learning of all children. As well as being vibrant and welcoming, the classroom environment can be a learning tool, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment. The classroom environment is one of the most potent teaching aids in our class. It should be visually stimulating and lively and should help to develop and engage children's learning. All classroom environments should provide the following at an appropriate level for the age of the children working in the classroom (List A). List B represents what is desirable. Although it is extremely important that our classrooms remain individual (who wants to see classrooms that look the same?).



- 11.14 Well planned working walls can:
Support independent working and learning: think of the Working Wall as an extra adult in the classroom. It can help support children who become stuck and direct children to new tasks when they have self-assessed that they have successfully finished an activity.
Support whole class and guided group teaching: models and images, key vocabulary and useful prompts are displayed and referred to by the teacher to support children in their understanding.

Celebrate success in Mathematics/Literacy: examples of successful work and photographs of children working successfully should be displayed to show that work in Mathematics/Literacy is valued, and to support learning. It is also a good idea to allow children to make contributions to the wall; post-it notes are an ideal resource for this.



- 11.15 What could a Working Wall include? ☐ Objectives of the current unit (i.e.: 'This week we are learning.....'). This will change as the unit of work move on; ☐ Targets; ☐ Key S2S; ☐ Models and images linked to an objective or target; ☐ Key vocabulary/Mind maps; ☐ Practical mathematical resources linked to an objective or target; ☐ Examples of children's work linked to an objective or target (building up to eventual completion) – guided/independent; ☐ Photographs of children working; ☐ Child selected activities that they can borrow from the working wall to support or extend learning; ☐ An opportunity for children to interact with the display e.g. through responding to a 'Problem of the week' by attaching sticky notes to the display, or exploring relevant practical resources.



- 11.16 LIST A - Working walls, Prompts, ideas and good examples of work that can be generated during lessons are displayed and referred to, to support future learning; Children's work displayed; Wall for Science, Discovery Time (topic); Children's targets displayed/in their books/sent home to parents; Next steps for learning/WAGOLL ('what a good one looks like') – what t do children have to be able to do to get to the next stages in their learning. These can be on tables, walls and/or white/Smartboard; Learning Objective clearly displayed ; Steps to success on the AfL proforma/IWB, Self and Peer Assessment on AfL proforma/cards displayed to help prompt staff; Names on children's trays; Class Charter; Clear and visual Big Writing display- to include the entire punctuation pyramid and examples of vocabulary (wow words), connectives and openers. Key words and subject-specific/technical vocabulary displayed and discussed for a variety of curriculum areas. Please note, these needs to be updated regularly to ensure vocabulary links to an appropriate learning context (this was an Ofsted Priority); Key questions are displayed and referred to in lessons; X Table grids, Number lines (again differentiated for year group); Alphabet/sounds/phonics/blends displayed; Visual timetable (particularly important for SEND pupils); Motivation display (i.e.: 'Stars of the Week/Golden Time points/Team Points, etc.); Rocket behaviour board; Exciting and enticing reading corner.

- List B (desirable)
11.17 Plants; Birthdays; Posters - taking account of children's interests; Class monitors.....Notice board with groups on.



11.18

Children with mobility difficulties can sometimes have difficulties using lockers or cloakrooms. Problems can arise with:

- the height of coat hooks
- the type of lock used on the locker
- the capacity of the locker to store mobility aids or assistive technology
- the space available around the locker. If you admit a visually impaired pupil, we suggest they be offered an end coat hook at an independently accessible height. All coat hooks are positioned at an accessible height.

If you admit a visually impaired pupil offer an end coat hook at an independently accessible height.

A

N



11.19

Lighting has a significant impact on the ability of students to concentrate and learn in comfort. Controllable lighting systems, which can increase or decrease light levels in particular parts of the classroom, are very helpful for students with disabilities. It is important that lighting levels are reasonably consistent, so students do not experience wide variations in light levels when moving their vision from their own desk to the teacher. Lighting should take into account the different needs of all students. Students with vision loss need good lighting levels to enhance their sight, and may require additional lighting for certain tasks. Deaf and hard-of-hearing students need clear visibility for lip-reading. Some students may be particularly sensitive to glare. Therefore, it is important to be able to control the sunlight entering a space by installing suitable blinds. Blinds and curtains in classrooms have been installed to reduce glare. (Important for lip-reading) Individual adaptations are made at Fowey Primary School for specific pupils e.g. chair supports and individual work stations where necessary. All classrooms have been carpeted to absorb unnecessary noise.



11.20

The Internet is an essential element for education, business and social interaction. Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils, and so the School has a duty to provide pupils with quality Internet access as part of their learning experience: ICT is made easy and fun in classrooms equipped with the latest interactive technology which encourages students to search, explore, investigate and make decisions using ICT. The school is well equipped to provide the children with the access they require to a range of technologies in this increasingly important area of the curriculum. Pupils are given the opportunity to develop: word processing skills; recording and collecting of statistical data; and numerical, scientific and design skills with the use of the classroom computers. Children are taught to recognise the uses of IT around them and to use an increasing range of software to explore different aspects of life.



11.21

Additionally all classrooms have internet access. Technology is used as a resource and learning tool. It prepares children for life in the environment beyond School. The School is fortunate in being able to provide a wide range of ICT opportunities. All of their classrooms have interactive whiteboards. The children thoroughly enjoy using the interactive whiteboard to enhance their learning. These allow teachers access to an enormous range of resources to enliven and support their teaching. Specialist software makes it possible to create flipcharts, whilst internet links enable photographs and video clips to be included. The boards can also be used for subject based software, giving the children opportunities to support their learning in a fun and interactive way.

- Internet access makes researching topics easy for both children and adults. Internet access is always under supervision and sites used closely monitored. County server software filters sites and blocks inappropriate use. The children are taught the need for safe and sensible use of internet resources. ICT provision is continually being considered and improved to enable Fowey Primary School to keep up to date with fast changing technological developments. All of their teachers and learning support assistants have received training to ensure that the children receive the highest possible quality teaching and learning in ICT. They are connected to the Cornwall Grid for learning providing access through which their teachers, pupils and wider community are able to contribute to a rich diversity of local, national and global learning opportunities. The School has a laptop trolley and 1 Mac per classroom.



- At Fowey Primary School, they recognise the contribution of PE to the health and well being of the children. They believe that an innovative, varied PE curriculum and extra curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all their children. They strive to encourage positive attitudes in all of their pupils so that they understand the key concepts of sport: the hard work and dedication required to develop skills; the team work and responsibility needed to work effectively; the mind-set and attitude to rise to challenges; the spirit and fairness in which they should compete; and the drive and desire to compete effectively, all of which are underpinned by the most important aspect – enjoying the sports they are participating in. These transferable skills can be used in a whole host of situations and therefore, they hope the impact that they have not only helps their pupils succeed in sport, but achieve great things in all forms.



- They have a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Children are encouraged to develop the joy of being physically active, a sense of well-being and achievement and a life long enjoyment of sport and physical activity. Their curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness. The children are given opportunities to compete in sports and other activities which enable them to build character and help to embed values such as fairness and respect. They aim to encourage physical activity and a healthy lifestyle as well as a sense of motivation, fair play, following rules and working as a team. They teach all skills necessary to play games and perform gymnastic movements including dance. They use the playing field for some activities including their annual Sports Day. Each year they join in sporting activities with other schools; in the last few years these have included tennis, basketball, netball and athletics.



- There are no barriers for any children with SEND for their activities in school. They actively encourage children with SEND to take part fully in the life of the school. They are a fully inclusive school and encourage all of their children to access their excellent lunchtime and after school clubs. There are clubs and societies run by staff after school. Their school has a number of activities that take place out of normal school hours. These include in the Spring Term - football, netball, crafts, Bible study, Music and Drama clubs. The Summer Term will offer in addition Cricket, Gardening, sketch and draw and ball games. They also have a variety of music lessons and swimming lessons.

- The Equality Act 2010 states that as well as there being access to the School building and to the curriculum, all children should have access to the written word. Pupils need to develop appropriate learning strategies and become independent and lifelong learners. School libraries are the cornerstone to this process. Libraries empower pupils, not only by supporting the teaching and learning in the School, but by giving them the freedom to make their own choices about reading and learning experiences. It is the aim of the school to enable all children to read a range of lively and appropriately challenging materials with fluency, accuracy, understanding and enjoyment. A good selection of books is available in the library. There are also reading areas in the classrooms.



- 11.27 Inclusive schools are becoming the norm, and equal educational opportunity is now the right of every child. Successfully preparing children who are disabled in company with their non disabled classmates for full participation in our society first requires that we make our schools accessible. There has been a programme of continuous growth and improvement and updating of classrooms and facilities at Fowey Primary School and this is ongoing. The School has put much thought into accessibility. They have made many numerous improvements to access to their site for pupils with mobility difficulties or wheel chair users. They are constantly reviewing this situation. Appreciation of both the context and the complexity of accessibility should inform the efforts of all engaged in the development and operation of our schools. Accessibility's goal is larger than building barrier-free structures, and its achievement is far more challenging than simply adhering to standards and codes.

- 11.28 Historically, the educational experience of children with disabilities was characterized by neglect, inequity, and mistreatment. "Prior to the 1970s, most physically and mentally disabled students were, in fact, excluded from our schools or were not identified as disabled". Where programs and facilities did exist to serve disabled children, they tended to be centralized and segregated. While the educational advantages of neighbourhood schools were touted on behalf of able-bodied students, those with disabilities were often bussed en masse to special schools. The rationale behind "schools for the handicapped" lay in the contention, often sustained by "expert" opinion, that separate, specialized schools were inherently better suited to disabled children's educational needs than were conventional schools. As a result, schools throughout the U.K. long remained ill-equipped and generally unprepared to accommodate and educate students with disabilities. Since the DDA Act, followed by the Equality Act, times have changed and progress continues to be made.

Curriculum

- 12.1 The national curriculum is organised into blocks of years called 'key stages' (KS).
 3 to 4 Early years, 4 to 5 Reception Early years, 5 to 6 Year 1 KS1, 6 to 7 Year 2 KS1, 7 to 8 Year 3 KS2, 8 to 9 Year 4 KS2, 9 to 10 Year 5 KS2, 10 to 11 Year 6 KS2, 11 to 12 Year 7 KS3, 12 to 13 Year 8 KS3, 13 to 14 Year 9 KS3, 14 to 15 Year 10 KS4, 15 to 16, Year 11 KS4 Most children take GCSEs or other national qualifications
 The 'basic' school curriculum includes the 'national curriculum', as well as religious education and sex education.
 The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.
 Other types of school like academies and private schools don't have to follow the national curriculum. Academies must teach a broad and balanced curriculum including English, maths and science. They must also teach religious education.

12.2 The School operates a Creative Curriculum, which incorporates all the knowledge and objectives of the National Curriculum, while also offering a carefully planned, thematic approach to teaching and learning. The School believes that learning takes place both in and out of the classroom and should be through a mixture of exploration, discovery, creativity and a variety of sensory and kinaesthetic experiences which encourage learners. They will learn the literacy and numeracy skills needed for life and learning and to progress in their education. Whatever their background they will learn to shape their futures and develop their unique capacities and skills. They will be encouraged to be curious and use thinking skills to innovate, be creative and problem solve. They will develop the first understandings of employment and entrepreneurship. A primary education should set up learners for life, with the knowledge and skills to be well-rounded individuals, mentally and physically healthy, with an appreciation for and a generosity toward the people, the world and the universe around them. They use 54 downloadable themed units, each lasting 4 weeks, each mapped to NC Programmes of Study, and including Applied Maths, complete POS Coverage for English, Applied Mathematics, Science, Languages KS2, Art & Design, Design & Technology, Geography, History, Computing and Music and standalone Maths which will work with existing programmes.

12.3 The new SEN Code of Practice states that all children must have access to the same curriculum as all pupils in the school. At Fowey Primary School they aim to create a curriculum and environment in which all children, including those with special educational needs and disabilities, can develop physically, emotionally and intellectually at a pace which is suited to their individual need. All children are challenged and have equal opportunity to access the curriculum in order to realise their full potential. They have an established S.E.N policy and adopts a 'whole School approach' to special educational needs. All staff work to ensure the inclusion of all pupils. They aim to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in a main street setting wherever possible. The four broad 'areas of need' are:

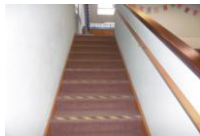
1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

12.4 They provide support for all types of SEN and Disabilities, and some of their children have statements or an EHCP (Educational Health Care Plan). It is the school policy to enable all pupils to access a broad, balanced and relevant curriculum. Each child is encouraged and supported to develop their ability and skills to the full. Children identified as needing additional support or help which goes above and beyond quality class teaching and differentiation will be offered additional and personalized support. The school has a designated Special Educational Needs Coordinator, Mrs Maria Barnes, who is responsible for ensuring the school meets the individual needs of children who are assessed as needing additional support to make adequate progress. The School currently has 1 wheelchair user who has good access to the facilities.

- 12.5 It is the philosophy, policy and practice of the School to include all pupils in the National Curriculum. Therefore, regardless of their ability, they will have access to all areas of the curriculum and adjustments made where necessary to enable them to be included. In order to meet children's individual needs within the framework of the National Curriculum, collaborative planning between all those working with the child is essential and where pupils are withdrawn for additional support, they will still follow the National Curriculum framework. They present positive images of disability. They try to integrate disability images into all aspects of work including classroom displays and where there is an absence in published materials they will comment and discuss. They ensure the images in text books, wall displays, books in the library, reading books, videos and films used in the School do not reinforce the negative stereotypes of disabled people. They challenge the questions of negative stereotypes as they arise. They are aware of the language they use and they will challenge language, which is offensive, derogatory or upsetting in any way. At Fowey Primary School, they want to ensure that discussions and programmes of work involving aspects of disability and equality become an integral part of the curriculum.
- 12.6 All of their SEND children have access to before School, lunchtime and after School clubs at various stages, which develop engagement with the wider curriculum. Where it is necessary, the School will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. They are proud of all their children, whatever their level of need or their attainment. They look at the progress of each child, not just in the academic subjects but in their confidence and ability to interact with others. They take note of the way they mature and how they communicate their feelings and needs. They want their children to leave them as articulate, well-mannered and sociable young people who can live in harmony and show tolerance in the wider world. They want them to know what will help them become successful learners so they can reach their potential , whatever that maybe and above all they want them to feel happy about what they can achieve and strive to do their best.
- 12.7 Fowey Primary School also identifies those children who are extremely able in one or several subject areas as quickly as possible. Able pupils' needs are catered for through curriculum planning and are monitored by the Gifted and Talented Co-ordinator and head Teacher. Work is highly differentiated to provide challenge for individuals, encouraging breadth of knowledge but where appropriate, use of the following year's learning objectives are used. Progress is monitored through the school tracking system. At Fowey Primary School they want all pupils to reach their full potential. They aim to ensure that pupils are presented with appropriate stretch and challenge in all subject areas and that they have opportunities in out of school activities related to their gifts and talents. and recognise, celebrate and encourage achievements both in and out of school. They provide, where appropriate, a range of extension activities for these pupils, so they can achieve their potential. They also signpost clubs and activities they find out about that take place outside of school to parents.

- The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in their community is valued and diversity celebrated. Fowey Primary School is staffed by a team of qualified teachers and teaching assistants. The School provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.
- 12.8 All areas of School life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil lifelong learning aspirations for everyone through a range of activities which are fun and enjoyable.

Internal Stairs and Steps



- 13.1 There is 1 internal staircase leads to the mezzanine which has a small teaching area. The stairs have nosings. With nosings, the aim should be to ensure there is a good contrast with Stair Nosing on the steps – at least creating a positive ladder effect in order to clearly identify each step. The treads and risers on the stairs are all the same height. The lighting on the stairs is free of shadows and when measured a maintained illuminance of 100 lux was achieved. The stairs would benefit from an additional handrail.

The stairs would benefit from an additional handrail.

A M

- 13.2 A handrail has been fitted to one side of the stairwells. People who have difficulty negotiating changes of level need the support of handrails. Consideration should be given to the provision of a second (lower) handrail set at 600mm on stairs for use by children and people of short stature. Handrails should be easy to grip and provide good forearm support for people who are unable to grip. They should be configured with a positive end to reduce the risk of clothing being caught on the ends of rails. Surfaces such as hardwood or nylon coated steel are recommended in preference to surface materials that are cold to the touch.) The handrails should be highlighted at both top and bottom to give a clear visual marker, and be a good contrast with the surrounding areas.

Mark the start and end of the handrails with a visual marker such as the tape shown below. There is no need for further handrails on either set of steps.



B M

Internal Ramps

- 14.1 There are no internal ramps.

Internal doors

- 15.1 All the doors in the School are wide enough to allow a wheelchair user to be fully inclusive. All desks and chairs are moveable.
- 15.2 No unnecessary doors were identified during the survey and doors are suitably contrasted against their surroundings. According to BS 8300 - Colour and luminance contrast should be used to distinguish the boundaries of floors, walls, doors and ceilings, e.g. if the architrave is the same colour as the door but a different colour from the surrounding wall, it may outline the opening for some visually impaired users when the door is open.



- 15.3 Where needed, doors have been fitted with vision panels so people can see each other either side of the doors.

- 15.4 They are all distinguishable from their surroundings. Internal doors require a strip or sign at 900mm to 1500mm if they are glazed.

- 15.5 The glass doors were clearly visible when closed.

- 15.6 A door opening of 750mm minimum is required to all internal doors and most of the openings of the doors are sufficient width for wheelchair users in the School.

- 15.7 There is adequate space alongside the leading edge of the doors for a wheelchair user to pass through. A space of 300 mm should be provided alongside the leading edge of the door to enable wheelchair users to reach the handle. The Department of the Environment Part M Technical Guidance Document notes the importance of a 'leading edge' at every door. This is "an unobstructed space of at least 300mm between the leading edge of a single leaf door (when it opens towards you) and a return wall, unless the door is opened by remote automatic control. This enables a person in a wheelchair to reach and grip the door handle, then open the door without releasing hold on the handle and without the footrest colliding with the return wall".



- 15.8 Door controls are at a suitable height. All door furniture and fittings are 1000mm above floor level. Switches are the large touch plate type and the door handles the D-shape variety. All door furniture and fittings are in contrast to their background.

- 15.9 All the door closers are BS compliant.

- 15.10 Doors present some of the most common accessibility issues. They may be too "heavy" and require too much force to open. Heavy doors are especially difficult for people with disabilities and seniors with limited upper body strength and/or skills in using their hands. They may close too quickly for some people to pass through easily. People who move slowly or use mobility devices like wheelchairs or walkers may not be able to pass through fast enough. Luckily, these common problems can often be resolved by simply adjusting door closers. Some of the doors in the school, presented as noisy when closing and these doors should be given attention as a noisy door closure will affect the concentration levels of children.

Make frequent checks on all doors in the School and adjust when necessary. E.g. toilets in B cloakroom.

A

N

- 15.11 Doors which are propped open require well contrasting markings along their narrow edges. On predominantly glass doors, put a contrasting label or poster on them which will give a visual clue and help with the warning of the approaching hazard and judgement of distance.

Mark propped open doors with well contrasting markings along their narrow edges. Label glass doors with posters or decorative designs.

A

N

- 16.1 Suitable toilet and washing facilities must be provided for the sole use of pupils, having regard to their age, number, sex and any special requirements they may have. Where the facilities are for disabled pupils, they may also be used by staff and visitors who are disabled. The Education (School Premises) Regulations stipulate that there should be at least one toilet for every 10 pupils under five years and one for every 20 pupils over that age. In special Schools, the minimum provision is one toilet for every 10 pupils, irrespective of age. Staff toilets must be separate from those for pupils. Whilst the number of toilets for staff must be "adequate", the regulations do not specify a minimum provision.

- 16.2 Schools must have separate toilet facilities for male and female pupils aged 8 or over. Exceptions may be made for facilities for disabled users and for unisex toilets - those which are designed to be used by one person at a time and have doors that can be secured from the inside. If toilets are poor in Schools, children are reluctant to use them, with many trying to hold on all day until they get home.

- 16.3 Controls in toilet facilities should be easy to understand and use. Door handles, cubicle latches, taps, and flushing mechanisms should be operable with a closed fist. The operation of these items should be uncomplicated. For the visually impaired person it is very important that fittings and items of equipment are well contrasted against their background so that they can be readily identified. When fittings such as basins, hand dryers etc. are poorly contrasted this can make it very difficult for the visually impaired person to use the toilet.

- 16.4 Fowey Primary School meets the required criteria for provision of toilets. All the toilets have slip resistant floors throughout.



- 16.5 Push button taps or lever taps are more suitable in wash rooms. The best taps on wash basins are non-concussive taps, which are self-closing taps. The main difference between self-closing taps and other taps is the fact that they turn themselves off after a set period of time. It also reduces the risk of people leaving the tap on and flooding the area. For the visually impaired person it is very important that fittings and items of equipment are well contrasted against their background so that they can be readily identified. When fittings such as basins, hand dryers etc. are poorly contrasted this can make it very difficult for the visually impaired person to use the toilet. All the taps in the wash rooms are suitable.

Replace taps that are non compliant.

A

M

- 16.6 The Workplace (Health, Safety and Welfare) Regulations 1992 cover the supply of toilets and washing facilities for staff. The Health and Safety Executive (HSE) has a code of practice based on the law that explains the full requirements. Employers should arrange for separate facilities for men and women. If this isn't possible, toilets and washing facilities must have locks. These ensure privacy and security. The locks and handles must be simple to use. Toilets and washing facilities for staff may also be used by visitors. They should be separate from those provided for pupils, except where they are designed for use by those who are disabled.

- 16.7 The requirements for medical and therapy rooms enable pupils that are ill or injured to be looked after appropriately, and for therapy to be offered to those with special educational needs or disabilities who need it. In mainstream Schools this may involve assistance from visiting specialists, such as a physiotherapist or speech therapist. Some therapy can take place in a teaching space or in a small quiet room, such as an office. The dedicated accommodation can be used for other purposes, except teaching, so long as it is readily available for medical use when needed.

- 16.8 Most disabled toilet users, and certain mobility impaired users will require additional space and equipment in order to be able to transfer onto and off a WC pan. Without the extra space and equipment it will prove completely impossible for disabled person to use the toilet. Therefore it is clearly discriminatory to provide standard toilets without providing an accessible alternative.

WC's provision for disabled users

Ideally an accessible toilet should be provided wherever standard toilets are fitted but this may not always be practical or reasonable..

Each toilet for disabled pupils should contain one toilet and one washbasin, and possibly a shower or other wash down fitting, and have a door opening directly onto a circulation space (other than a staircase) which can be secured from the inside.

- 17.1 Where possible, the number and location of accessible toilets should be sufficient to ensure a reasonable travel distance for users, avoiding changing floor levels. As a guide, a maximum travel distance of 20-25 metres is recommended for Schools. (The Education Act 1996 places a duty on the Secretary of State to prescribe standards for the premises of all maintained Schools in England and Wales. The previous standards were set out in the Education (School Premises) Regulations 1999 (SPRs) and they applied to all existing and new Schools maintained by a local authority.)



- 17.2 Fowey Primary School has 1 accessible toilet. On the day of the audit the following points were noted:- there was no alarm, the bins and chair were obstructing the toilet, there was no contrast between the wall and the fittings, the sink was very small, there was no grab rail on the back of the door and no coat hooks.

Fit an alarm, provide a colour contrast between the wall and the fittings, provide a grab rail on the back of the toilet door, replace the sink with a more accessible one, fit coat hooks, move the chair and bins away from the toilet and remove any unnecessary items from the toilet space.

A N



- 17.3 The door has been signed indicating an accessible toilet and the approach to the toilet is free from obstructions.

Toilets should have emergency call systems within easy reach of the toilets. A pull cord or a switch with large push pads is recommended and it needs to be signed 'pull in case of emergency'. Your toilet is not fitted with an alarm, (which is best practice). You should appreciate that whoever responds to the alarm maybe faced with a rather sensitive situation and may also be required to lift a relatively heavy person back onto the WC pan or chair. Therefore you should firstly have a procedure set down for responding to this alarm. Whoever it is charged with responding to the alarm should receive disability awareness and etiquette training and some form of basic manual handling training. The alarm cord should always be left to hang freely in case it is needed in an emergency.

- 17.4

Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.

B M

- 17.5 The minimum accessible toilet provision usually includes providing larger-than-standard-sized cubicles with grab rails in separate sex washrooms for ambulant people with disabilities. It also includes providing separate unisex wheelchair-accessible toilets. Unisex accessible toilets are designed with extra space and fittings to allow for independent use by wheelchair users. These are also commonly used by people with other mobility disabilities and vision loss. Providing a unisex cubicle with separate access allows for assistance to be provided by an assistant of either gender.

- 17.6 Controls in accessible toilet facilities should be easy to understand and use. Door handles, cubicle latches, taps, and flushing mechanisms should be operable with a closed fist. The operation of these items should be uncomplicated. Fittings should contrast with the wall colour.

- 17.7 The hand washing and drying facilities should all be within easy reach of someone seated on the WCs. A person should be able to wash their hands before transferring back on the wheelchair from the WC. The basin fittings should all be suitable for people who cannot grip. There needs to be contrasting coated grab rails and hand rails and a rail on the back of the doors. Disabled toilets should not be used for storage as this will prevent manoeuvring of wheelchairs into position for frontal, lateral, angled and backward transfer both unassisted and assisted.

- 17.8 The location of the disabled toilet should be clearly signed. As a result of their condition or injuries a number of disabled people will have incontinence issues. As a result it is very important that accessible toilets can be quickly and easily located. Most of your pupils should be able to familiarise themselves with toilet positions but this will not be the case for visitors so it is recommended that the position of your accessible toilets be well signed.

- 17.9 Accessible toilets should have coat hooks provided and mirrors. This is a minor item but we do recommend that coat hooks at 1400mm and 1050mm above floor level are made available to wheelchair users and an ambulant disabled person and mirrors should be fitted at a height suitable for a person in a wheelchair.



- 17.10 Bins should be positioned so that they will not interfere with the movement needed by a person in a wheelchair. Disabled WC facilities have to meet the needs of wheelchair users, the blind, visually impaired and ambient disabled as well as the many disabilities including, sensory, physical and learning disabilities. Apart from access and egress the single most important as well as dangerous areas are your WC facilities. Studies have shown that a staggering 95% of disabled WC facilities offered for public use by businesses, hotels, shops and schools are not only illegal but are dangerous and could result in your school being sued. The Disability Discrimination Act (now the Equality Act 2010) has very specific requirements for disabled WC's.

- 17.11 The following recommendations are becoming more common in public toilet facilities, as part of a trend towards universal design:
a wheelchair-height toilet, to help the user on and off the toilet, with handles (grab bars);
an emergency alarm, in the form of a red cord that reaches the ground, connected to a buzzer and a flashing red light;
a wheelchair-height sink and hand dryer;
wheelchair-width doors leading to it, allowing sufficient space for a wheelchair when a door is open.
The toilet in the school meets all of the above recommendations.

Provide signage showing the location of the accessible toilet.



A M

Ensure that the bin in your disabled toilet does not interfere with the space needed by a person in a wheelchair to manoeuvre themselves into position to use your facilities.



- 18.1 The children eat their lunches in the school hall which is common practice in most primary schools. Where dining, eating or food preparation facilities are provided; care should be taken to ensure that all students and staff members can safely and independently use the facility. Dining environments should not be viewed as purely functional but should be structured to facilitate social interaction and inclusion with peers.
- Tables should be accessible to wheelchair users
 - Aisles should be wide enough to allow students carrying trays to safely pass
 - Self-service shelves and dispensers for cutlery and condiments should be within reach of wheelchair users and people of small stature.
 - Tray slides allow trays to be rested while moving along a counter. These should be continuous to reduce the chances of dropping trays, and have knee space underneath to accommodate wheelchair users.

Dining area - Provide at least one table with access for a wheelchair user. Provide a high-backed chair with arms.

A

M

- 18.2 The government have issued new food-based standards that have been introduced both at lunchtimes and at break times for Schools and the new standards have made much clearer what Schools can and cannot provide for their children in School. December 2014 saw the introduction of the new food legislation. The regulations place a new requirement on those selling or serving food. The EU law has listed 14 allergens that need to be identified if they are used in ingredients in a dish. The listed allergens are celery, cereals containing gluten, crustaceans, eggs, fish, lupin, milk, molluscs, mustard, nuts, peanuts, sesame seeds, soya, sulphur dioxide. Their school has a school kitchen where meals are prepared on a daily basis on site by the chef Dan Bennetts. Their school dinners are packed with fresh and tasty ingredients which meet many strictly regulated food assurance schemes. The School offers an excellent and varied menu.

- 18.3 If parents choose to send packed lunches, they ask that the lunch provided contains no fizzy drinks, sweets or chocolate. They would advise a sandwich, water or fruit juice, and a piece of fruit.



- 18.4 At its most basic, every School is required by law to provide essential amenities such as toilets, wash stations and clean drinking water for staff. Most employees also hope to find additional facilities such as a cloakroom and somewhere clean to eat and drink during breaks. Fowey Primary School provides a large, well equipped staff room. There are washing facilities for staff and a means of heating food or water for hot drinks. A variety of seating should be available in the staffroom.

Provide a high-backed chair with arms.

A

N

Means of escape

- 19.1 Schools must comply with the Regulatory Reform (Fire Services) Order 2005 to ensure that they have adequate fire precautions in place to allow the safe escape of all occupants in case of fire. Staff and students with disabilities should be able to evacuate a building promptly in the case of an emergency. Ensuring safe evacuation in an emergency is a complex issue, requiring consideration of a broad range of factors that it is not possible to cover in detail in this audit.

19.2	Some areas for consideration include:			
	<ul style="list-style-type: none"> • the use of both visual and audible alarm systems • escape doors with opening devices and opening forces designed to meet the needs of both students and staff • balancing personal dignity and independence with safety and speed of evacuation • the risk of using lifts or evacuation chairs to evacuate people with mobility difficulties down or up to ground level 			
19.3	<ul style="list-style-type: none"> • ensuring that evacuation chairs are suitable for the intended users • ensuring that emergency contact facilities inside lifts (phones or intercom systems) are monitored at all times that the School may be used • the needs of students who require personal care – for example, someone could be toileting with a carer when the alarm is raised or other respiratory conditions in particular the possible impact of smoke on everybody, particularly students with asthma 			
	<ul style="list-style-type: none"> • the use of zones and compartmentation to support phased evacuation of the building • the use of vibrating alarms or other assistive technologies to raise the alarm for staff or students who are deaf or hard of hearing • the location of assembly points to be reachable by all students 			
19.4	<ul style="list-style-type: none"> • Personal Emergency Evacuation Plans (PEEPs) for staff and students who may need assistance during evacuation • making students aware of evacuation procedures, which should be practiced regularly throughout the School year. • need assistance during evacuation 			
	The School building is fitted with an audible alarm system but no visual means of warning. This is a potential barrier to hearing impaired users but in terms of a pupil, this is a matter that can simply be managed as teachers will be responsible for sweeping all areas and ensuring all pupils are evacuated.			
19.5	People with disabilities can evacuate the building, and reach places of safety or refuge. Refuge systems must be provided where upper floors are made accessible. Each disabled pupil must have a personal emergency egress plan drawn up which would deal with any issues such as assistance in the event of fire. For further guidance as to such plans you should refer to personal emergency egress plans (PEEPS) published by the northern access officers group.	Safe places of refuge need to be well sign posted and easy to access. The fire risk assessment should determine if this is the case.	C	M
19.6	Exit routes are regularly checked for obstacles and there were no obstacles on the day of the audit. Alarm systems are regularly checked by a qualified engineer. Fire doors regularly are checked by a qualified engineer. All fire doors are regularly maintained. The escape routes are clearly signed.	An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	A	N
19.7	Staff members are trained in helping mobility impaired people evacuate.	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required.	A	N
19.8	The places of refuge are large enough for the projected number of people likely to need them.	Train staff to assist in evacuation procedures. Awareness training maybe required	A	N
19.9	A fire risk assessment been carried out.			

- 19.10 Fire extinguishers should be wall mounted and clearly signposted. Annual check to be done under ongoing maintenance.
- 19.11 In the event of an emergency people with mobility impairments often get left behind and have to wait for the emergency services due to inadequate evacuation methods. In an emergency you may be faced with a high number of students and staff members looking to evacuate the School building quickly.

Ensure all fire extinguishers are regularly check, wall mountings secure and signage clear

A

OG

Building Management

- School premises, that is a School's buildings and grounds, should be maintained to a sufficient standard such that, so far as is reasonably practicable, the health, safety and welfare of the pupils using them is ensured. In complying with this regulation, regard should be had to the provisions of all premises-related legislation including, but not limited to :
- The Health and Safety at Work etc. Act 1974
 - The Management of Health and Safety at Work Regulations 1999
- 20.1
- The Workplace (Health, Safety and Welfare) Regulations 1992
 - The Control of Asbestos Regulations
 - The Building Regulations
- Accessibility should be a key consideration when routine maintenance is being carried out, as it often presents an opportunity to improve the accessibility of a building. For example, when handrails are being painted, the colour selected should ensure good visual contrast between the handrail and the wall.
- 20.2 The School annually reviews its site to ensure overall safety and accessibility of all aspects of the School buildings and site and makes an action plan for items which need to be updated – e.g. lopping trees around the School.
- Good practice in maintenance routines include
- regularly cleaning paths to remove debris, such as leaves, ice and snow, and ensuring that they are clear of obstructions such as bicycles and motor cycles
- 20.3
- ensuring circulation routes are kept clear of obstructions
 - maintaining door closers to keep opening forces to a minimum
 - ensuring accessible toilets are not used for storing cleaning equipment or other materials
 - using clear and legible signage
 - updating signage when the way the building is used changes
- 20.4 The external routes (including steps and ramps) are kept clear, unobstructed and free from surface water, ice and snow.
- 20.5 Windows, blinds and lamps were clean and in working order.

- 20.6 Fowey Primary School has a written policy on compliance with relevant health and safety laws which is effectively implemented. The School premises, accommodation and facilities provided are maintained to a standard such that, as far as is reasonably practicable, the health, safety and welfare of pupils are ensured. There is a common misunderstanding that it is the responsibility of the emergency services to ensure everyone evacuates from a building safely, it is not! In the UK and many other countries there is a legal requirement for employers, service providers and building owners to ensure the safe evacuation of mobility impaired persons in the event of an emergency. Anyone permitted into a building must be safely evacuated in the event of an emergency without the dependence of the emergency services.

Lifts and Stair lifts

- 21.1 The school has neither a stair lift nor a lift.

Outdoor Spaces



22.1

It is important that all students can access and use the external spaces in a School, so that they can participate in social and recreational activities. Outdoor space in Schools normally comprises a mix of hard surfaced and grassed areas. While grass may be a difficult surface for wheelchair users, access to grassed pitches can be provided using pathways or matting products. As well as areas for activities such as games and sports, quieter social spaces with seating should also be provided for students to use. Where playgrounds are provided, equipment should be carefully selected to ensure accessibility for all students, including wheelchair users, students who use crutches and walking frames, and those with hearing loss or vision loss.



22.2

This school is a wonderful space for children to enjoy the outdoors and have hands-on learning. The grounds provide wonderful opportunities for sporting and environmental activities. Outside facilities include, tarmac playgrounds, netball courts, large playing fields and plenty of grassed areas providing spacious play and outdoor P.E. facilities, outside gym and a trim trail.



Purchase a suitable outdoor picnic table for wheelchair users.



22.3

There should be seating available outdoors for students. It is advisable to include some seating also suitable for a child in a wheelchair so they could feel more inclusive. Benches are available from certain suppliers which incorporate room for a person in a wheelchair to sit alongside their more able bodied peers, such as illustrated here.



C

M



Terms of this Equality Act 2010 Audit

The audit addresses and recognises the requirements of the Equality Act 2010 (Disability Discrimination Act (DDA) 1995 and 2005). The report includes recommendations for required remedial actions and ongoing monitoring and control measures. Guidance is also referred to such as BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People - Code of Practice; along with other applicable sources where appropriate.

The content of this report is based on the information and access provided to the consultant at the time of this audit. Any recommendations or advice in this report is based upon evidence seen. Whilst every care is taken to interpret current Acts, Regulations and Approved Codes of Practices, these can only be authoritatively interpreted by Courts of Law. Undergoing of the recommendations in the report could assist in meeting the requirements of the Equality act 2010/ Disability Discrimination Act but does not guarantee it. Nor does compliance with this report remove any liability on the part of the client or give protection against legal proceedings.

PURPOSE OF AUDIT

The purpose of the access audit is to assess how well a site performs in terms of access and ease of use by a wide range of potential users, including people with disabilities. The audit provides a certain "snapshot" of a building at one point in its life. As the starting point of an ongoing access action plan, it can be used to highlight areas for improvement as well as a general risk assessment.

The most obvious part of a building, which determines its accessibility, is the shell. Decisions made by the architect can fundamentally affect the accessibility for a long time.

When the building is fitted out, fixtures and fittings can be critical. Most do not survive as long as the building itself, and if deficiencies are identified, these can be included in the next potential refurbishment.

A building is next furnished and equipped, and at this stage many mistakes can occur. Furnishings are generally short-lived so opportunities for improvement tend to occur more regularly.

Finally, as the building is occupied, the way it is used and managed becomes crucial. Accessibility is affected when bad housekeeping exists causing tripping hazards or over-zealous polishing leads to slippery floors. Continual monitoring by management therefore has a considerable role to play.

This report may not be copied or reproduced by any means without prior written permission from Ea-Audits. It is a confidential report and has been prepared for the exclusive use of the commissioning party and unless otherwise agreed in writing by Ea-Audits, no other party may use, make use of or rely on the contents of this report. No liability is accepted by Ea-Audits for any use of this report, other than for the purposes for which it was originally prepared and provided. Opinions and information provided in the report are on the basis of Ea-Audits using due skill, care and diligence in the preparation of the same and no warranty is provided as to their accuracy. It should be noted and it is expressly stated that no independent verification of any of the documents or information supplied to Ea-Audits has been made.

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