St. Margaret's Primary CEVA
School

Audit Checklist – Accessibility Plan

2025-28

Question	Yes/No	Details
Checklist 1 Approach Routes and Street Furniture		
1.1 - Is the school within convenient walking distance of:- _ Public Highway and Pathways? _ Public Transport e.g. Bus Stops? _ Car parking? (For car parking refer to Checklist 2)	YES	Bus stops on Head Street (main road to and from Yeovil). One disabled parking space in main school car park. Parking is restricted in front of the school but parking is available on Vicarage Street to the side of the school.
1.2 - Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are Deaf/Blind?	YES	Kerbs with drop paving.
1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?	YES	Paths are wheelchair/pushchair appropriate
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	YES	All in good condition and as above
1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	YES	Signs from the main Yeovil Road.
1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	YES	Not colour contrasted
1.7 - Free from hazardous building features such as outward-opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?	YES	Paths are not restricted in anyway
1.8 - Adequate seating provided along routes? Is there seating where parents wait to pick up / drop off their children?	YES	Seating is available in the main reception area and there are benches in the outdoor learning areas where parents wait to collect/drop off pupils.

Checklist 2- Car Parking

2.1 - Are accessible bays provided for badge holders?	YES	One in the main school car park. Parents need to inform the office.
2.2 - Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	YES	Disabled parking space has been painted on the tarmac with symbol.
2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheel chair parked alongside?	YES	Disabled parking space is next to a kerb with no cars on either side.
2.4 - Close enough to facilities the car park serves?	YES	
2.5 - Routes from parking area to school entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?	YES	Entrance has been recently built with a newly laid surface.
2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?	N/A	
Checklist 3-External Ramps		
3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	YES	
3.2 - Suitable handrails on each side?	NO	Handrail on one side
3.3 - Surface slip-resistant, firmly fixed and easy to maintain with edges protected to prevent accidents?	YES	
3.4 - Edges protected to prevent accidents?	YES	

Checklist 4- External Steps		
4.1 - Visual and tactile warnings at the top and bottom of steps?	NO	The main steps have a ramp on the opposite side for an alternative access point but these steps are tactile. Year 3/4

		classroom has step to go out into the playground but there is an alternative route that can be used.
Checklist 5- Entrances		
5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	YES	The main entrance is very prominent
5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open the door while clear of the door swing?	YES	
5.3 - Level or flush threshold?	YES	
5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?	N/A	
5.5 - Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?	YES	Door have large glass panels
5.6 - Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	N/A	
5.7 - Weather mat of firm texture and flush with floor?	YES	Checklist 6 - Reception Areas and Lobbies
Checklist 6- Reception Areas and Lobbies		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	YES	Windows to the main lobby and side of building.
6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	YES	Very good lighting both inside and out
6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	YES	Purpose built to be used by all visitors with standing and sitting access

6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	YES	
6.5 - Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?	NO	
Checklist 7- Corridors and Internal Surfaces		
7.1 - Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?	YES	
7.2 - Free from obstruction to wheel chair users and from hazards to people with impaired sight? Are there any internal columns that have a lack of colour contrast?	YES	Staff are aware not to obstruct Colour contrasted throughout
7.3 - Are all key facilities within the school accessible for all users? Eg Sport Hall, Main Hall, Music Room, Changing Room etc. Where there are facilities not available can these be 'swopped' with a standard classroom?	YES	
7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	YES	
7.5 - Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)	YES	

Checklist 8- Internal Doors		
8.1 - Distinguishable from surroundings?	YES	
8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	YES	Glass panels on top and bottom or on either side.
8.3 - Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)	NO	All classrooms have solid wooden doors.
8.4 - Clear opening width sufficient for a wheel chair user? Adequate space available alongside leading edge for a wheel chair user to open the door while clear of the door swing?	YES	
8.5 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	YES	
8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	NO	Some internal doors are quite heavy, however help is always to hand if anyone had difficulty opening a door.
Checklist 9- WC and Changing Areas		
9.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	N/A	No lobby doors, direct access to facilities from the corridor.
9.2 - Slip-resistant floors throughout?	YES	
9.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	YES	
9.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	YES	
9.5 - Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	NO	No grab rails

9.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	NO	The Therapy suite has lever style taps. The staff and girls toilets have taps that turn. The boys toilet have press down taps.
9.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	N/A	We have a purpose built therapy suite with a disabled toilet, shower and space for a changing bed.
9.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	YES	
Checklist 10-WCs Wheelchair users		
10.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	YES	
10.2 - Travel distance to a suitable WC no greater than that for able-bodied people?	NO	Not in all cases, however all are within easy reach and children are assisted.
10.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	YES	Door to therapy suite opens inwards
10.4 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?	YES	
10.5 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	YES	
10.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?	YES	
10.7 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	YES	
10.8 - Is there a back rest provided to the toilet pan?	NO	One can be acquired if needed.
10.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	YES	
10.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	YES	
10.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	YES	

Checklist 11- Facilities		
11.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	YES	There is seating in main work base area close to the library
11.2 - Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	YES	
11.3 - Are a number of chairs with armrests available within each classroom?	NO	If required they would be provided for a specific user.
11.4 - Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?	NO	Induction loop not available within in the school but would be provided if needed.
11.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?	N/A	
11.6 - Does the dining room have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	NO	Again provided as required for a specified person
11.7 - Is there a dropped counter and an induction loop available for the Library counter?	N/A	
11.8 - Where there are IT facilities i.e. within classrooms and the Library (if applicable) are height adjustable computer desks available?	YES	Use of portable devices so usual sitting arrangement can be utilised.
11.9 - In the Main Hall, is the stage raised? If so what is the current procedure for wheelchair users? For an example when receiving awards on Speech Day?	YES	We have a portable raised stage however all awards are presented at floor level.

Checklist 12- Way Funding		
12.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile	YES	No Braille/tactile signage but this could be instigated if needed.
12.2 - On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheel chair users with lower eye levels	YES	No specifically for sight impairments, however staff are always on duty so help and assistance is on hand.
12.3 - Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access? (Wheelchair symbol)	YES	
12.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	N/A	
12.5 - Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?	N/A	
Checklist 13- Lighting and Acoustics		
13.1 - Lighting designed to meet a wide range of user's needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	YES	
13.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?	YES	Staff would generally control the lighting.
13.3 - Are classrooms appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?	YES	
13.4 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?	YES	

13.5 - Good balance of hard and soft surfaces?	YES	
Checklist 14- Means of escape		
14.1 - Audible alarm system supplemented by visual system?	NO	Children with Personal Evacuation Plans are escorted out of school during alarms.
14.2 - Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	YES	
14.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	YES	
14.4 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	N/A	
14.5 - If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?	N/A	All users have numerous exits that are suitable to use.
Checklist 15- Building management		
15.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	YES	In the immediate area, however it is not practical to clear snow and ice for the whole site.
15.2 - Accessible parking; Designated spaces not used by non- disabled drivers and kept free from obstructions?	YES	As much as possible but this largely depends on users, we remind parents regularly and limit access at busy times
15.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	YES	
15.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	N/A	
15.5 - Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?	YES	
Checklist checked by: *Melanie Leeson*		29th January 2025