

May 2025

Schedule 1: Approach to Building										
School No: 2348		School Name: Tranmere Park Primary School								
External area: approach from public transport to school entrance gates										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Y								
	Are there separate entrances for cars and pedestrians?	Y								
	Is the route wide enough, and free of kerbs?	Y								

Schedule 2: Car Parking										
School No:		School Name:								
External area:										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A, B, C, D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are accessible car parking bays signposted from the car park entrance?	Y								
	Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y								
	Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?		80%	patch of tarmac broken meaning loose stones						

Schedule 3: External Ramps and Steps										
School No:		School Name:								
External area: school grounds										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	Y								
	If no permanent ramp is provided, can a portable ramp be made available?	N/A								
	Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	Y								

Schedule 4: Main Entrance, lobby and Reception Areas

School No:		School Name:								
Location:										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Y								
	Can people on each side of the door, either seated or standing, see each other?	Y								
	If fitted, are door control systems fitted at heights suitable for all users?	Y								
	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y								

	Have front line staff (reception) had access awareness/ equality training?	✓											
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Schedule 5: Corridors, horizontal movement and activity spaces											
School No:		School Name:									
Location:											
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility		
		Y/N	Partial (%)						LEA	School	
	Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	Y									
	Do any windows (natural light), or artificial light provide glare or silhouettes?	Y									
	Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	Y		No induction loop.							
	Are suitable signs provided, from both standing and seated positions, where necessary?	Y									

	Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y																
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Schedule 6 - Doors										
School No:		School Name:								
Location:										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is the door/s necessary, can it/they be removed?	Y								
	Can fire doors be held open on magnetic devices (corridors)?	Y								
	Are doors well contrasted from their surroundings?	Y								
	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y								
	Can people on each side of the door, either seated or standing, see each other?	Y								
	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y								

Schedule 10 - WC Provision Generally										
School No:		School Name:								
Location:										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person?	Y								
	Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Y								
	Are the floors slip resistant?	Y								
	Are fittings easily distinguished from their background?	Y								
	Are compartment doors controls easily gripped and operated?	2/4								
	Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	2		Disabled Toilets are provided around School						

Schedule 11 - Accessible WC Provision										
School No:		School Name:								
Location:										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?	Y								
	Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Y								
	Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Y								
	Are floor finishes slip resistant?	Y								
	Are management procedures in position to maintain viability of facility?	Y								
	Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?	N								

Schedule 14: Fixtures and Fittings										
School No:		School Name:								
Location:										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A, B, C, D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are there reception counters, services desks or serveries?	2								
	Is provision made for wheelchair users (both sides) and are induction loops fitted?	✓		No induction loop.						
	Is glare or silhouetting avoided at these counters (design and positioning)?	✓								
	Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	✓								
	Do tables allow for wheelchair access?	✓								
	If provided, are telephones fixed at a height that allows easy access by wheelchair users?	✓								
	Are telephones equipped with induction couplers for hearing aid users?	2								

Schedule 15: Kitchens										
School No:		School Name:								
Location:										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	If provided, does the kitchen have fittings suitable for use by disabled people?	2/12								
	Is the kitchen of adequate size and layout for disabled people?	2/12								
	Are all fittings readily distinguishable from the background?	2/12								
	Is lighting adequate?	2/12								
	Does the floor have a slip resistant finish?	2/12								

Schedule 17: Means of Escape									
School No:		School Name:							
Location:									
Room No Identified on CAD Drawing	Question	Y/N	Partial (%)	Comments/Site Notes	Recommendations	Priority A, B, C, D	Cost	Responsibility LEA	School
	Is there an audible alarm system?	Y							
	Is the audible fire alarm supplemented by a flashing light system?	N							
	Are ground floor exit routes as accessible as the main entrance routes?	Y							
	Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y							
	If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of the right size?	N/A							
	Are there Personal Emergency Egress Plans in place members of staff who may require assistance?	Y							

Schedule 18: Building Management										
School No:		School Name:								
Location:										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Y								
	Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Y								
	Is door ironmongery regularly maintained?	Y								
	Are lifts, platforms and stairlifts regularly serviced ?	2/1X								
	Are accessible WC's kept clear and not used for storage?	Y								
	Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Y								
	Do you consider tonal and colour contrast before a redecoration scheme?	Y								

Schedule 19: Curriculum										
School No:		School Name:								
source: DfES/o462/2002:Identifying Barriers to Access, Section 3- How does your school deliver the curriculum?										
Room No Identified on CAD Drawing	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y				N/A	N/A			
	Are your classrooms optimally organised for disabled pupils?	Y				N/A	N/A			
	Do lessons provide opportunities for all pupils to achieve?	Y				N/A	N/A			
	Are lessons responsive to pupil diversity?	Y				N/A	N/A			
	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y				N/A	N/A			
	Are all pupils encouraged to take part in music, drama and physical activities?	Y				N/A	N/A			
	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y				N/A	N/A			

	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y					N/A	N/A			
	Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y					N/A	N/A			
	Do you provide access to computer technology appropriate for students with disabilities?	Y					N/A	N/A			
	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y					N/A	N/A			
	Are there high expectations of all pupils?	Y					N/A	N/A			
	Do staff seek to remove all barriers to learning and participation?	Y					N/A	N/A			