



Accessibility Plan 2026 – Pilgrims’ Way Primary School

1. Introduction & Legal Framework

This Accessibility Plan is designed to ensure that the school meets its duties under the **Equality Act 2010**, which requires schools to plan for and increase access to education for pupils with disabilities by:

1. **Improving access to the curriculum**
2. **Improving access to the physical environment**
3. **Improving the availability of accessible information**

This plan should be read in conjunction with:

- SEND Policy
- Teaching & Learning Policy
- Equality/Inclusion Policy
- Health and Safety Policy
- School Improvement Plan
- Digital Strategy
- Anti-Bullying Policy

2. Current Position & Key Strengths

Our school currently:

- Offers High Quality Inclusive Teaching with appropriate differentiation
- Has a SENCO who coordinates provision for pupils with SEND
- Uses Individual Support Plans, provision maps and pupil profiles
- Provides staff with regular CPD on inclusion, SEND and adaptive practice
- Ensures that reasonable adjustments are made where needed
- Works with external agencies to support pupils
- Has key accessibility features (e.g., a care suite, ramps, fire evac lift, accessible toilet, level entrances)

3. Vision

Pilgrims’ Way Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual,

emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Pilgrims' Way Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as all other pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Maintain or improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables and information about the school and school events.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

The Action Plan for physical accessibility relates to the access of the School. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

- The Plan will be monitored through the Trust Business Committee
- The school will work in partnership with the Trust in developing and implementing this plan.
- The Plan will be monitored by Ofsted as part of their inspection cycle.
- The Plan will be reviewed annually

The plan will use the following key to categorise:

Priority	Cost
High P1	Upto £1000 – C1
Med P2	£1001 - £7999 – C2
Low P3	Over £8000 – C3

Items greyed out are included as considered relating to accessibility but no prioritised action required.

4. Accessibility Plan Objectives

Context:

- Pilgrims' Way has undergone a complete re-build of the main school. Completed and occupied from January 2026. The architects have provided a comprehensive Access Statement and associated drawings. The build has been developed with an Inclusive design philosophy:
The project has been inclusively designed from conception to create accessible facilities which meet the needs of all end users including school children, teachers, visitors etc. The design team acknowledges the wide spectrum of cognitive, sensory and mobility disabilities and has been designed to meet the needs of people with hearing and visual impairments; learning disabilities; ambulatory disabilities; wheelchair users; and people with mental health issues. The design may not necessarily meet the specific needs of some individuals; existing mechanisms should therefore be used to make reasonable adjustments or provide auxiliary aids i.e. for pupils through the SEN framework or staff through the reactive employment provisions of the EA.
It is noted that any changes made to the new building should be done so considering accessibility and in line with the above Access Statement.
- The Pre-school and Meadow Classroom are housed in an existing separate building constructed c 2006.
This building is single story
- Access to both buildings is via electronic gates sited at the main road. The gates sit forward from the road allowing a waiting area for pedestrians and vehicles.
- The old school is currently in a phase of demolition. This is cordoned off and not impacting accessibility to the new school or pre-school

1. Improving access to the curriculum

Target	Strategy	Outcome	Priority	Cost	Who is Responsible ?	Timescale
Ensure teaching meets the needs of all pupils	- Staff training on adaptive teaching, scaffolding, SEN strategies and resources - Regular learning walks focusing on inclusion	Lessons meet diverse needs; pupils with SEND make good progress			SENCO, SLT	Ongoing
Improve support for pupils with communication & interaction needs	- The school are actively engaging with the balanced system and are using approaches such as Attention Autism, the SHREC and total communication approaches within the inclusion base and EYFS - Further embed a total communication approach through use of Makaton, AAC and visual supports particularly for preverbal pupils or those with BML who are new to English	Pupils demonstrate increased independence, engagement and improved communication skills			Teachers	Ongoing

	within mainstream EYFS and KS1 classes so that staff will understand the impact these barriers have on children in EYFS and KS1 through regular training. Visual supports will be consistently used across the school (e.g. timetables language through colour, task boards, mind maps - Train staff in strategies for autism/SLCN across the school through support from our link speech and language therapist, Educational psychologist and specialist teacher					
Increase access to enrichment & extracurricular opportunities	- Audit activities to identify barriers - Make reasonable adjustments (quiet zones, adapted equipment)	Pupils with SEND participate in ≥75% of available clubs/events			SLT, Club Leaders	2026/27
Increase access to the curriculum for pupils with SEND	Quality first teaching is the best Interventions for all children. Where children have additional needs, planned interventions are pitched at the next step in learning to enable children with SEND to make good progress. Interventions are evaluated termly and targets are reviewed. Provision Maps, Individual support Plans (ISPs) and profiles which support learning at a more targeted level are	ISPs and Provision Maps are monitored for impact and show positive impact of strategies and training			HT/ SENCO	Ongoing

	accessed through SharePoint Each classroom uses a universal visual timetable, and supports using Widgit software for consistency Embed Language Through Colour Approach to increase children's understanding of language and further access the curriculum independently. Interventions to support early reading, fluency and phonics Inclusive reading materials available to pupils across the school Research a wider range of adapted resources which enable pupils to access the curriculum such as IT, Immersive reader, adaptive tools and consider different seating options to support pupils sensory needs Termly pupil progress meetings allow teachers and SLT to discuss provision for children who may need additional support. Further develop the curriculum within our					
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	inclusion bases with support and advice from our Professional resource group. Access to our inclusion base is reviewed by SLT termly and as the need arises with new pupil admissions Teaching and support staff undertake regular training on supporting children with SEND and personalising learning including wellbeing support, ELSA and universal use of emotion coaching Induction programme for new TAs and CTs with a continued focus on supporting pupils' access and independence.					
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2. Improving access to the physical environment

Target	Strategy	Outcome	Priority	Cost	Who is Responsible ?	Timescale
Comment: Pilgrims' Way Primary School has been part of the School Rebuilding Programme and in January 2026 moved into a brand new building. The building is designed with accessibility in mind and an access statement is included as an appendix. Not included in the newbuild programme was a separate pre-school building and the wider site including perimeter fencing and gates. These areas are included in this plan.						
Pre-school/Meadow accessibility	To review the existing building					
Comment:						
The pedestrian gate is heavy and although unlocks electronically, it does not open without manual assistance. A person in a wheelchair would	To review options to upgrade the automatic gates.	To enable all to operate the gates to enter and exit the premises.	P1	C2/3		

need to access via the vehicular gates.						
Comment:						
3. Improving the availability of accessible information						
Target	Strategy	Outcome	Priority	Cost	Who is Responsible ?	Timescale
Ensure written information is accessible to pupils and families	- Provide documents in large print/audio on request - Use plain English - Provide translations where possible - Parents are informed of the process/criteria for assessing pupils for access arrangements. These are applied for in line with everyday classroom practice applied for as needed using DFE/PESE criteria.	Families report improved access to school information			Admin Team	Ongoing
Improve accessibility of digital communications	- Ensure website meets accessibility standards (WCAG 2.1) - Provide alternative formats for newsletters, homework - Provide digital evidence of pupils learning for those within the Inclusion bases using Evidence for learning	Website is compliant; families access information independently			ICT Lead	2026/27
Ensure pupils receive information in accessible formats	- Use visual prompts Pictorial or symbolic representations, simplified text, vocabulary lists	Pupils better understand expectations and instructions			Teachers	Ongoing

	- Provide reading rulers, overlays - braille					
Comment:						

5. Monitoring & Review

The LAC (Local Academy Committee) will:

- Review this plan annually
- Evaluate progress against targets
- Ensure compliance with legal duties

SENCO will:

- Report termly to SLT and LAC
- Adapt the plan based on pupil needs and feedback
- Monitor the impact of interventions and reasonable adjustments

6. Publication

This Accessibility Plan will be:

- Available on the school website
- Provided in alternative formats upon request
- Shared with staff annually



PILGRIMS WAY PRIMARY SCHOOL

ACCESS STATEMENT

V2.0

2024.07.30

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Lee Evans Partnership LLP Chartered
Architects & Town Planners
St Johns Lane, Canterbury, Kent CT1 2QQ

Tel: 01227 784444 Fax: 01227 819102
e-mail: architects@lee-evans.co.uk

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Introduction

This Occupancy Access Statement has been prepared by Lee Evans Partnership, in accordance with CABE publication Design & Access Statements, How to write, read and use those (2006), to be issued to Building

Control and the end user in relation to the 'Disability Discrimination Act 1995 as amended (DDA) and Equality Act 2010 (EA). It records the project's approach to inclusive design; the decisions made during the design and construction stages; and advises on building maintenance and management issues to ensure inclusive design features are not inadvertently compromised.

1.0 Project Overview

Due to increased need for school places in the area, the school is expanding from 1.5 form of entry (315 students) to 2 forms of entry (420 students). The building growth will provide the community with the spaces needed for students and staff.

The school will remain operational throughout the works and temporary accommodation will be provided to support this. The replacement building is planned to open in April 2025.

The scheme is comprised of an 'L' shaped building; a 2 storey teaching wing and a smaller wing housing the main halls, kitchens and plant spaces.

The new building creates a courtyard which opens towards the East and provides a pleasant and protected external space and reflective of the existing buildings form and external spaces.

External dining can be located within this courtyard as immediately adjacent to the new dining hall, providing good connectivity with the interior of the building and maximising the benefits of the buildings orientation.

2.0 Legislation and Standards

During the design of this project the following legislation and design standards have been used as appropriate:

- Disability Discrimination Act 1995. The Stationary Office, 1995, 2001 & 2005.
- Statutory Codes of Practice, Disability Rights Commission, Various dates.
- BS8300: 2018 Design of buildings and their approaches to meet the needs of disabled people — Code of Practice.
- BS9999: Code of Practice for fire safety, in the design management and use of buildings. British Standards Institution, 2008.

- Approved Document M of the Building Regulations 2010. 2015 Edition incorporating 2016 amendments.
- A Design Guide for the Use of Colour and Contrast to Improve the Built Environment for Visually Impaired People. ICI, 1997.
- Approved Document K of the Building Regulations 2010. 2013 Edition.
- BS6465-1: 2006 Sanitary Installations

3.0 Inclusive Design Philosophy

The project has been inclusively designed from conception to create accessible facilities which meet the needs of all end users including school children, teachers, visitors etc. The design team acknowledges the wide spectrum of cognitive, sensory and mobility disabilities and has been designed to meet the needs of people with hearing and visual impairments; learning disabilities; ambulatory disabilities; wheelchair users; and people with mental health issues. The design may not necessarily meet the specific needs of some individuals, existing mechanisms should therefore be used to make reasonable adjustments or provide auxiliary aids i.e. for pupils through the SEN framework or staff through the reactive employment provisions of the EA.

4.0 Inclusive Design Elements

4.1 External Approaches

The school site is located at Pilgrims Way, Canterbury, Kent, CT1 1XU within the Local Authority area of Canterbury City Council.

The school is sited in a predominantly residential setting and is served by a good-sized tarmac playground behind the school buildings and, beyond that, a good sized grassed area for external play and sports. The school also has a woodland margin that has been used to create a Forest School. The nursery has its own associated external soft and hard play areas.

The school site has a single point of access and egress on Pilgrims' Way, which is used by both vehicular and pedestrian traffic. There is also a pedestrian access to the rear of the site. Services access the site via the front gate which is controlled electronically by the receptionist.

The public highway approach is generally flat with no major level changes.

External areas for the new build have been designed to be accessible to all in compliance with Building Regulations Part M with step-free routes.

The service/refuse will be as the current/existing configuration, from the road, with bins located near the entrance to the car park. With a managed delivery route for serving the new kitchen.

Car Parking

The school car park has capacity for approximately 40 cars.

4.2 Entrances

The scheme has been developed to ensure that the new building is fully compliant with DDA requirements. The positioning of the new building and design of new external spaces has taken great consideration of existing and proposed site levels to ensure that there are level access routes to and between all buildings, entrances and the external areas. There are no proposed site gradients to the main entrances that exceed 1:21. There are two ramps providing access to the playing fields and MUGA areas.

The **main entrance** to the school is classified as the entrance closest to the

school's main reception, which is located at the North East end of the site. This is located closest to where the accessible parking bays are positioned. Both pedestrian & vehicular access is from Pilgrims Way.

The North-Western corner of the teaching wing is the main entrance, located to align with the existing entrance access road and paths.

The entrance itself is protected from inclement weather by the projected first

floor of the building. This projection helps to identify and highlight the main entrance and coupled with the adjacent 'welcome wall' aims to provide a friendly and welcoming entrance to the new school.

The main and visitor entrance has a dedicated internal lobby space with adjacent reception, interview room and accessible WC, providing welcoming ease of access for public and parents wishing to consult with staff.

The entrance is in close proximity to the support facilities including sick bay, general office and a number support service offices intended for private meetings and interventions as requested by the school. A medical inspection treatment room completes the facilities located immediately adjacent to the main entrance.

This will also be the main student and visitor entrance during normal operating hours.

All external doors to the new build, which are linked to the escape staircases, or circulation routes are primarily designated as escape doors, although it is anticipated that students and staff will on a regular basis, use some of these doors as access points as well.

These doors include:

1. Double doors to each of the 2 stair cores at each end of the new building, stair 01 is for escape only, stair 02 for escape and access.#
2. 4No double doors on the Northern Elevation, to the dining hall & circulation corridor of the new building, for escape and access.
3. Automatic double doors to main entrance.
4. Two sets of external double escape doors (escape only) to the main hall.
5. One set of double doors to the dining hall on the South Elevation, for escape only.

All of these doors must provide a minimum clear width no less than 1 metre to no less than one leaf.

The doors will be fitted with D handles mounted in accordance with fig. 14 of BS 8300, with visual contrast from the door and will open with a low operating force. The doors will be unlocked in the morning by the caretaker and locked up again at the end of the day when the building is fully vacated. All escape doors will have key access externally and thumb turn override internally.

During operational hours the doors will be swing free, protected by guard hoops.

All entrances and exits to the building have a level approach and level threshold, including all fire exits. Main Hall double fire exit doors will be provided with push pad panic bars and will provide a clear width of at least 1 metre per leaf.

All external doors have a glazed panel arrangement, except for plant room doors.

4.3 Horizontal Circulation

Horizontal circulation is organised to provide clear lines of sight along straight corridors, with compartment doors along the corridor being held open (and only activated by fire-alarm activation) to enhance long views, assist with orientation and allow passive supervision of transitory spaces.

There is a reception counter within the main entrance secure area, designed in accordance with paragraph 16.1 of BS 8300. The reception desk has a low level counter with knee recess for wheelchair users on both sides, with staggered knee recessed, to allow people in wheelchairs on both side of the counter to interact. It also has a high level surface for standing users. The surfaces and surround to the counter will contrast visually with its surroundings to assist visually impaired visitors.

The width of the corridors is a minimum 1800mm without points that would cause congestion, making the width particularly effective. All accommodation on first and second stories is at the same level, without internal steps or ramps.

An evacuation lift providing full accessibility throughout the school to all teaching and support spaces is located centrally within the main teaching wing giving vertical access for less able users and deliveries. There are a total of two vertical stair cores within the teaching building which span both floors, all stair cores exit directly to the outside. The Southernmost stair core does extend to the roof providing maintenance access, for appropriately trained staff only. The stair widths between strings sized according to the Fire Engineers requirements and include disabled refuges provided at the landings for emergency evacuation purposes.

The main entrance doors lead into the secure lobby areas complying with figure 10 of BS 8300.

Deliveries to the kitchen have a separate entrance (direct into the kitchen).

The main hall is accessed via a corridor from the teaching block, from the main entrance & secondary community use external doors, with internal double doors into the hall itself off the main corridor.

All teaching and admin doors off of circulation spaces will have a leaf that achieves an 850mm clear effective opening when the door opens to 95 degrees (to eliminate the ironmongery); have vision panels achieving the zones of visibility shown in figure 4 of BS 8300; manoeuvring spaces alongside the lead edge of the door and good visual contrast and accessible ironmongery in the form of lever handles

All routes to classrooms, offices etc are via a minimum 1.8m wide corridor. There are Accessible WC's on all floors, access via a passenger lift that links

to all floors. Within close proximity to the main entrance is an accessible toilet, and a hygiene room, which are located centrally between the main entrance and community use main hall area. All rooms on all floors of the proposed new building provide level access.

Doors to W.C cubicles will not be fitted with vision panels for privacy reasons and will be fitted with accessible lever turn locks internally with indicators externally.

4.4 Vertical Circulation Stairs

The new building has 2 storeys, with vertical circulation provided by 2 new staircases at the North & South ends of the new building as well as two external stairs located on the roof for maintenance access. The main hall & kitchen are single storey.

Both new staircases can be accessed by pupils, and have been designed as an ambulant disabled stair in accordance with BS 8300 paragraph 10.1.1.

The rise of the stair is 165 mm with a going of 280mm. The steps will have colour contrasting nosing's and will be at least 1200mm wide between strings (in this instance they are wider).

Level landings at least the width of the stair will be provided where shown.

A nylon coated, colour contrasting oval handrail will be provided at 900mm high measured vertically from the line of the stairs. The handrail will project 300mm from the first and last riser and turn down at the end.

All stairs are provided with a disabled refuge area to the top landing outside of the circulation route. There is a refuge intercom located in these areas, in

accordance with BS 9999, linked back to the main reception and fire alarm panel. The school will provide evac' chairs for safe evacuation of disabled people down the staircases in the event of a fire.

Lift

There is a fully accessible 8-person passenger evacuation lift serving all levels. The lift will have a minimum clear internal car width of 1100x1400mm with an automated door achieving a minimum clear width of 900mm to achieve Part M compliance. The lift will be fitted with controls and signage in accordance with BS 8300; paragraph 10.5.3.3. Call controls will be 900-1100 above FFL and contrast visually with the wall behind. The walls will contrast and be non-reflective. There will be a voice announcer and emergency phone with inductive coupler. There is a designated zone greater than 1500x1500mm outside the lift entrance.

The above solution to incorporate an Evacuation Lift includes for:

- Two escape stairs located at either end of the teaching block.
- Evacuation Lift located in the centre of the teaching block.
- Refuge points in both the staircase and lift lobby area.
- Allowance for evacuation chair / equipment in both the staircases.
- Evacuation Voice Communication systems at all refuge locations linked back to the communication panel in the main lobby adjacent the fire panel.
- Secondary power supply to maintain lift operation.

The area immediately outside the lift car doors at both Ground and First Floors creates a lift lobby of 60min fire protection. Annex G of BS9999 defines

a lobby as, "protected lobbies maintain smoke-free lifts and stair wells by

using 'two-door protection' between the place of relative safety and the building's accommodation (a place at risk of fire)." The lobby should also only directly access the stairs and be only accessed from toilets or the lift.

With the Evacuation Lift located away from the staircases the two-door protection is afforded by the lobby doors and the lift landing doors as Figure 1

within the clarification note. The lobby is also a "sterile" environment providing a suitable evacuation route.

Due to the lift location at the centre of the teaching block rather than with the staircase at either end of the block as Annex G of BS9999, the persons evacuating from the building will not have direct access to a stair should the evacuation lift be out of order. In this instance the persons would be required to travel to the stair cores and the alternative refuge points 28m distance in either direction if required by the Fire Marshalls.

The arrangement is repeated at ground floor requiring persons exiting the lift at ground floor requiring final exit via the stair core to travel 28m distance in either direction to the stair core as required by the Fire Marshall.

Both stair cores exit directly to external space as part of the fire strategy providing direct escape as the requirements for the stair cores.

No external lifts are required, although the topography of the site has significant gradients, therefore all areas are linked via compliant ramps, staircases and pathways allowing accessibility across most of the site.

4.5 Sanitary Accommodation

Sanitary accommodation is provided on all floors to serve the new accommodation in accordance with the requirements of BS 6465. Their respective numbers are controlled by the number required by the DfE, and therefore their respective distribution around the school (linked to where they will be required the most) has been approved by Building Control.

Reception Pupil WC's - sanitaryware heights to be suitable for Early Years, to allow supervision.

Ground Floor Classroom Pupil WC's- sanitaryware heights to be suitable for KS1 use.

Ground Floor WC's (adjacent to main hall)- sanitaryware heights to be suitable for Adult use, to allow for community and utility use.

First Floor Pupil WC's - sanitaryware heights to suit KS2 use.

An accessible WC is being provided on both floors of the new building, these will be fitted with Doc M packs including W.C, finger rinse basin, seats, grab rails, mirrors, hand dryer and fittings installed in accordance with figure 51 and 52 of BS 8300. The WC will be provided with a pull cord linked to an emergency sounder and beacon located outside the WC to alert other people if they require assistance.

All other WCs will have inward opening doors with a clear 450mm dia. circle between W.C pan and the door swing.

A separate hygiene room is being provided, located adjacent to the main entrance of the new building. With provision for future H track hoist system being taken into account.

All sanitary appliances and grab rails will contrast visually with their background.

4.6 Facilities

There is a Kitchen and Servery in the new building. This will provide hot and cold meals to school pupils at meal times.

The servery will be a height of 760mm above floor level to accommodate wheelchair users, as specified by the Kitchen Specialist. There may be no knee recess below the counter and therefore in this event a clear manoeuvring space in front of the counter of 1400mm deep and 2200mm wide will be provided, as per paragraph 11.1.2 of BS 8300; 2009.

All classrooms are provided with a worktop height of 850mm high as paragraph 12.1.3.3 of BS 8300; 2009 for use of ambulant and wheelchair users. The taps will be large lever taps to allow them to be operated by people with limited dexterity, as specified and designed by the FF&E Consultants.

Switches, sockets, controls etc are to be easy use and correctly positioned between 400-1200mm above FFL, to AD M section 4.30 for various heights of different types of switches/sockets. As per internal surfaces, there will be visual contrast with background walls/trunking.

Windows are opened manually by lever handles set at height in accordance with paragraph 8.1 of Approved Document K. Full height windows to classrooms provide visibility for pupils and staff.

4.6 Signage and Wayfinding

Signs will be used to identify individual rooms as well as being directional.

Signs will have case sensitive text and have good contrast between text and background.

Each internal door will have relevant signage listing the room name for ease of navigations.

4.7 Internal Surfaces

The project will incorporate a visual contrast scheme to ensure that tonal contrast is achieved between key elements, including: walls, doors, floors, WC fixtures and fittings, handrails, door handles, etc. It is important that future redecoration does not compromise the scheme. Whilst future redecoration may use different colours, a tonal contrast (or light reflectance value) of 30% should be achieved between elements including ironmongery. All floor finishes will be slip-resistant and non-reflective to avoid glare and reflection.

4.8 Lighting and Switching

Lighting will be provided to external parking areas to provide safe access to and from the building and to accessible parking facilities, as specified and designed by the Landscape Architect.

Internal lighting will be designed to achieve the lighting levels recommended in BS 8300 and Approved Document M to maintain adequate lighting levels and visual contrast internally, as specified and designed by the Electrical Engineer.

Lights will have diffusers to avoid glare and achieve an evenly distributed lighting level as specified and designed by the Electrical Engineer.

All electrical sockets will be located between 450mm and 1200mm above finished floor level and achieve 30% visual contrast from its surrounding i.e. dark grey on white walls, white on grey walls.

4.9 Means of Escape

All ground floor fire exits have at least one leaf that is 1m clear and has level egress. There is a refuge area to all compartmentalised staircases in the respective stair cores, with an Emergency Communications System as specified and designed by the Electrical Engineer. The school should provide evacuation equipment capable of evacuating a person whilst remaining in their wheelchair. Staff should be trained in the use of this equipment. When the school develop their fire egress policy, it is recommended that the needs of disabled people are fully incorporated, based on the design information given above. Any member of staff or pupil with a disability should have a Personal Emergency Egress Plan (PEEP) written in conjunction with their line manager/teacher. The school should

also include the evacuation of disabled people as part of their fire risk assessment required under the Regulatory Reform (Fire Safety) Order 2006.

This applies to normal day to day operations, as well as out of hour events and community use activities.

All escape routes externally will be well lit with emergency lighting to allow occupants to escape to a point of safety as specified and designed by the Electrical Engineer and Landscape Architect.

6.0 Building Management & Maintenance

A system needs to be put in place by the end user to provide assistance in the case that the alarm is sounded in the Accessible W.C.

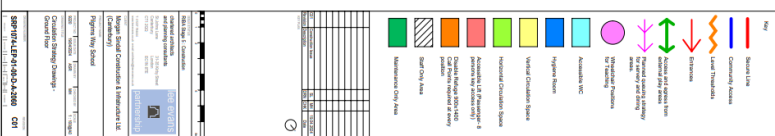
The school are required to put in place a fire egress policy, and it is recommended that the needs of disabled people are fully incorporated, based on the design information given above. Any member of staff with a disability should have a PEEP written in conjunction with their line manager. This includes any community use that is planned.

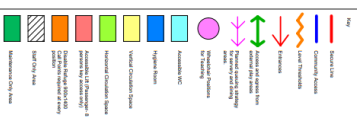
7.0 Alterations and Change of Use

Any alterations to the building to assist staff or students in the future should be recorded, especially where universally designed facilities are altered. Any changes to the use of rooms should ensure that everyone can still access the facilities on offer. It is recommended that any recorded changes are kept with

this access statement as a 'live' document, and should be made available to

any future occupancy access audit of the building.





M. NITUNGESEN & M. CRISTEN