Accessibility Plan 2025-27

	Target	Outcome	Timeframe	Review
Short Term	To provide signposting to the accessible parking bays.	Clear signage in place to indicate accessible parking bays.	Autumn 2025/26	
Medium Term	To ensure the correct road signage is in place along Chelston Avenue.	In liaison with Somerset Highways/Somerset Country Council, ensure the appropriate road signage is in place to deter unsafe parking.	Summer 2025/26	
Long Term	To ensure the new school building has met all accessibility requirements.	A fully accessible (indoors and outdoors) school.	Autumn 2026/27	

Accessibility Audit

Question	Yes/No	Details
Checklist 1 - Approach Routes & 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 Yes Yes	• The school is set within a residential area with two entrances/exits. Residential pavements and roads surround the school. • On site car parking available for staff and visitors only. The nearest public car park is Mudford Rec (10 mins walk from the Glenthorne Avenue entrance).
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?	No	• Glenthorne Avenue entrance: There is a pedestrian crossing but it doesn't have any features that aid people crossing.
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	
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	Yes/No	• Chelston Avenue entrance: The pathway leading from the gate to the reception/Aspiration Avenue is even with no crack or gaps. • Glenthorne Avenue entrance: The pathway leading from the gate and alongside the shared driveway is for the most part even however, there is a slight gradient and some unevenness as the path crosses the site entrance for the old school.
1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	Yes	
1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	Yes	
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	
1.8 - Adequate seating provided along routes? Is there seating where	Yes/No	• There is no seating along the routes into school but there

parents wait to pick up / drop off their children?		are benches in the barked area, adjacent to the playground.
Checklist 2 - Car Parking		
2.1 - Are accessible bays provided for badge holders?	Yes	• There are two accessible bays within the Chelston Avenue staff car park and one shared bay on the driveway between Milford Infants' and Milford Junior School (Glenthorne Avenue entrance). Spaces are reserved for visitors only; if a child has a physical disability, access to the bays will be discussed. We don't have enough bays for the number of blue badge holders within our school community.
2.2 - Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	No	
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	• Appropriate bay markings (on the ground) identify the accessible bays. There is a slight gradient across the Chelston Avenue car park.
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	• There is no tactile warning.
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?	Yes	
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?	Yes	
Checklist 5 - Entrances		
5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	Yes	• Chelston Avenue is the main school entrance as this is where the reception is located. The Glenthorne Avenue entrance is

		only used as a thoroughfare between set times at the beginning and end of day.
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	
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?	No	
5.7 - Weather mat of firm texture and flush with floor?	Yes	
Checklist 6 - Reception Areas and Lobbies		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	Yes	• Video intercom on the main pedestrian and vehicle gates can be seen/operated by reception staff. • Additional video intercom outside the main reception door.
6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	Yes	
6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	Yes	
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	• All ground floor buildings and rooms are fully accessible with wide corridors/lobby areas.
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	
7.3 - Are all key facilities within the school accessible for all users? Eg	Yes	

Sport Hall, Main Hall, Music Room, Changing Room etc. Where there are facilities not available can these be 'swapped' with a standard classroom?		
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	
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)	Yes	
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?	Yes	
Checklist 9 - WC Provision & Changing Areas		
9.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	Yes	
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?	No	• All fittings are white/off white – Portakabin owned buildings.
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	n/a	

people with ambulant disabilities?		
9.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	Yes	
9.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	n/a	
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?	Yes	
10.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	Yes	
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?	Yes	
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?	n/a	• There are no long internal routes.
11.2 - Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	Yes/No	• Within the reception lobby and meeting room, there are chairs with armrests. There are no chairs with armrests in the staffroom, however, a suitable chair could be moved in to the room should there be a need.
11.3 - Are a number of chairs with armrests available within each classroom?	No	
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?	n/a	
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?	Yes	• Seating within the dining room is flexible.
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?	n/a	
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?	n/a	• The hall is on one level with no stage.
Checklist 12 - Way Finding		
12.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	Yes/No	• External buildings are named and internal lobbies have class names but there is no signage in braille and tactile.
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	
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	Yes	

Symbol of Access? (Wheelchair symbol)		
12.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	Yes	
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 & 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	• Lighting across the school is operated by sensors.
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	• All rooms have blinds fitted.
13.4 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?	Yes	• All heating/air con units are located outside of the classroom.
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	
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?	No	
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	
Checklist 15 - Building Management		
15.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	Yes	
15.2 - Accessible parking; Designated spaces not used by non- disabled	Yes	

drivers and kept free from obstructions?		
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: Rich Millard (Deputy Head) & Luke Hancock (SENCo)	**Date:** 24/07/25	