



WCA Accessibility Policy

Dated: January 2023
Review Date: January 2024



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1. Aims

- 1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - 1.1.1 Increase the extent to which disabled pupils can participate in the curriculum
 - 1.1.2 Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - 1.1.3 Improve the availability of accessible information to disabled pupils
 - 1.1.4 Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.2 This policy ties in closely with our school's four main aims:
 - 1.2.1 to develop the potential of each student to the full
 - 1.2.2 to ensure equal access to a broad, balanced curriculum which is relevant to every student
 - 1.2.3 to create an orderly, stimulating and happy atmosphere in which each individual is equally valued
 - 1.2.4 to develop moral, social, cultural and international awareness
- 1.3 The plan will be made available online on the school website, and paper copies are available upon request.
- 1.4 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.5 The school supports any available partnerships to develop and implement the plan.
- 1.6 Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
- 1.7 We have included a range of stakeholders in the development of this accessibility plan, including pupils, governors, staff and parents.

2. Legislation and guidance

- 2.1 This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.



- 2.2 Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 2.3 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.



3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	To keep staff knowledge and skills up to date and to disseminate the best practice within our learning support department	<p>Whole-school teaching and learning sharing sessions are running with the following foci:</p> <p>Effective use of learning plans to support students</p> <p>Looking after students with ASD</p> <p>It is Middle Leader’s responsibility to</p>	<p>Alicia McKeown (SENDCo)</p> <p>Deborah Bell (T&L lead)</p> <p>Kerri Ferron (Assistant SENDCo)</p>	Ongoing	Best practice, teaching strategies, knowledge and skills are developed and shared across all departments in school.



	<p>Targets are set effectively and are appropriate for pupils with Additional needs using learning plans which are shared via classcharts and staff are regularly emailed about new students and their individual needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Individual, pair and small group work in our Personal Learning Centre</p>		<p>collate best practice in their departments</p> <p>Reminder to subject leaders that their curriculum resources include examples of people with disabilities.</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Actions from the 2020 audit to further improve and maintain access and safety of users with access issues include:</p> <p>Signage added to boys and girls toilets</p>	<p>Add signage “Go up here for ...” in Four Storey building to clearly label staircases</p> <p>Add signage for rooms on each level</p> <p>Check Evac chair training is up to date for all Fire Marshalls</p>	<p>Student leadership team</p> <p>Louise Plante (Office Manager)</p>	<p>Jan 2021</p> <p>Jan 2021</p>	<p>All toilets and light switches are clearly labelled</p> <p>All rooms have appropriate signage</p> <p>Training is up to date</p>

	<ul style="list-style-type: none"> Library shelves at wheelchair-accessible height Yellow marking of key outside areas (ramps, steps, etc) Yellow marking of COVID risk assessment one way system 	<p>Light switches being labelled with switch off signs</p> <p>To improve visibility of the COVID risk assessment one way system</p>	<p>Follow recommendations from visual impairment audit about yellow marking of key outside areas (ramps, steps etc)</p>	<p>ATLP Ops & Estates</p> <p>ATLP Ops & Estates</p>		<p>Yellow marking of key outside area (ramps, steps etc) and COVID risk assessment one way system</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations Assistive technology 	<p>Maintain access to literacy resource</p>	<p>Use of e-readers and adaptive technology via the school library and PLC</p> <p>16 tablets have been repurposed as e-readers and given to the library</p>	<p>Deborah Bell</p>	<p>Jan23</p>	<p>Increased use of e-readers and improved literacy levels among students with accessibility needs as measured in our accelerated reader programme and Star assessments</p>



4. Monitoring arrangements

- 4.1 This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.
- 4.2 It will be approved by the Finance, Quality and Standards Committee

5. Links with other policies

- 5.1 This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
 - Health and safety policy
 - Equality Policy
 - Special educational needs (SEN) information report



Appendix 1: Accessibility audit

West Coventry Academy

ACCESS AUDIT

Reviewed: December 2020

Reviewed by:

Deborah Bell, Assistant Headteacher & Alicia Mckeown,

SENDCO In collaboration with ATLP Ops & Estates

Source: <https://schoolleaders.thekeysupport.com/>

www.accessaudits.com



School Access Audit Checklist – West Coventry Academy

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	
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 DeafBlind?	Yes	A new zebra crossing has been installed on Tile Hill Lane
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	No plantation or low branches
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	Yes	
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	Columns and handrail painted gray which doesn't provide sufficient contrast, there are signs however next to the buzzer and the buzzer is about 2 metres distance from the entrance
1.8 - Adequate seating provided along routes? Is there seating where parents wait to pick up / drop off their children?	Yes	Static seats were removed due to COVID restrictions. If seating is required, this will be provided in a suitable area for parents to sit.
Checklist 2 - Car Parking		
2.1 - Are accessible bays provided for badge holders?	Yes	For staff (by entrance to the Theatre) and visitors (by reception), staff bays can be used for parents evenings as well
2.2 - Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	Yes	The spaces are visible as you enter the car park
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	
2.4 - Close enough to facilities the car park serves?	Yes	Right by reception & Theatre equidistant to all main buildings, doubles up in the evening for parents
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	Right next to reception, dropped curb. There is a speed bump, this is being reviewed.
2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?	Yes	Slow walking routes marked out from back to front entrance, marked in yellow paint



Checklist 3 - External Ramps

3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	Yes	Yes, some grey, some marked with yellow stripes
3.2 - Suitable handrails on each side?	Yes	
3.3 - Surface slip-resistant, firmly fixed and easy to maintain?	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	Edges painted in yellow, handrails and lights nearby, no tactile warning
4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?	Yes	Colour contrast is being reviewed with a few hand rails
4.3 - Lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?	Yes	Steps are lit by outside lights at the top and the bottom of the stairs. In some areas, this is being reviewed to increase visibility.
4.4 - Treads long enough and all of the same length?	Yes	
4.5 - Risers shallow enough, all of the same height, and unlikely to trip users? Are there open risers?	Yes	



4.6 - Nosings readily identifiable? If nosings are painted, is the paint still durable with no wear and tear?	No	Nosings at top and bottom of stairs will be painted January 2021 to ensure better visibility
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Checklist 5 - Entrances		
5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	Yes	Covered outside porch, clear signage
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 in most locations.	Some locations, both doors of entrances need to be opened in order for WC access. This will be reviewed.
5.3 - Level or flush threshold?	Not in all locations	Outside Art, behind Four Storey and theatre, paving slabs need to be addressed.
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 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?	Yes	Automatic door, buzzer can be reached from sitting position
5.7 - Door closer of appropriate type? Can the door be easily opened single handedly?	Yes	



5.8 - 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	Not necessary due to automatic opening door and receptionists with clear view of the door
5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?	yes	Marked half-doors
5.10 - Weather mat of firm texture and flush with floor?	Yes	Inside reception

Checklist 6 - Reception Areas and Lobbies		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	Yes	
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	Graduated reception desk for standing and sitting communication
6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	Partly	Desk light beech colour in contrast to blue floor and white walls, edges aren't highlighted
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?		Wheelchair users accommodated by timetabling to ground floor classrooms, ramps where required, classroom doors wide enough to allow access, not all wide enough for another user to pass, classroom furniture would be adapted or purchased where needed
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	For the corridors that wheelchair users would access there is n. All in internal columns have colour contrast.
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	
7.6 - Floor surfaces slip-resistant? Bright, boldly patterned floors avoided? Busy or distracting wall coverings avoided?	Yes	



Checklist 8 - Internal Doors		
8.1 - Distinguishable from surroundings?	Yes	Classroom doors all green / grey / blue with white walls, glass insert in all classroom and office doors
8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	n/a	No glass doors
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	DB to send reminder to staff to place posters to ensure vision panels are free from obstruction.
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	Wheelchair users fit through but couldn't open door themselves, only with assistance.
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	Doors with keypads only accessible for standing or accompanied users, would need adapting for member of staff in a wheelchair (exams, staff toilets, etc)
8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	Most	Not all of them, classroom doors are, some internal doors are heavy to open/close.

Checklist 9 - Internal Ramps

9.1 - Ramp available for short rise within single storey?	n/a	No internal ramps, access through a different door to admin office.
9.2 - Wide enough and suitably graded? Surface slip resistant?		
9.3 - Exposed edges protected to prevent accidents?		
9.4 - Suitable handrail each side?		

Checklist 10 - Internal Stairs

10.1 - Treads long enough and each of same length?	Yes	
10.2 - Risers shallow enough, all of the same height, and unlikely to trip users?	Yes	
10.3 - Nosings readily identifiable?	Yes	White and black nosings around school. Top and bottom nosings to be painted yellow.
10.4 - Suitable handrails on each side? Do handrails extend 300mm beyond the first and last step pitch-line? Are handrails suitably colour contrasted?	Most	Handrails green\brown and stand out clearly against the white walls. Not all hand rails extend 300mm beyond first and last step pitch line.
10.5 - Landings big enough and provided at intermediate levels in a long flight?	Yes	



Checklist 11 – Lifts		
11.1 - Passenger lift available for vertical circulation within a building of more than one storey?		No lifts
11.2 - Car dimensions sufficient to allow space for wheel chair user? Door opens wide enough for wheel chair users?		
11.3 - Support rails in car appropriately designed and positioned?		
11.4 - Is there a mirror within the lift car?		
11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?		
11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?		
11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?		
11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?		



Checklist 12 - WC Provision & Changing Areas		
12.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	Yes	
12.2 - Slip-resistant floors throughout?	Yes	
12.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	Yes	
12.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	Yes	No student cubicles, handle in disabled toilet clearly marked.
12.5 - Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	No	Well-contrasted, no grab rails, use disabled toilets instead
12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	Yes	
12.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?		
12.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	No	Level access, no grab rail, would be fitted if required



Checklist 13 - WCs: Wheelchair Users		
13.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	Yes	
13.2 - Travel distance to a suitable WC no greater than that for able-bodied people?	Yes	Travel distance not necessarily longer, depending on gender and where you are in the school, mostly yes though
13.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	Yes	
13.4 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?	Yes	
13.5 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	Yes	
13.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?	Yes	Lever tap
13.7 - 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	
13.8 - Is there a back rest provided to the toilet pan?	Yes	
13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	Yes	For right-handed people



13.10 - 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	
13.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	Yes	Tested in December 2020 / regular checks necessary that the outside fuse is on
Checklist 14 – Facilities		
14.1 - 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?	No	Been removed due to COVID
14.2 - Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	Yes	Some chairs with armrests around the site, no central staffroom, chairs with armrests and adjustable backs can be provided when needed and deposited in staff rooms, classrooms etc.
14.3 - Are a number of chairs with armrests available within each classroom?	Yes	No classrooms with armrests, chairs can be provided when requested
14.4 - Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?	Yes/No	Counters are accessible for wheelchair users to be served. No induction loop but users would be told what is on offer or in the bowls, there is good signage.



14.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?	n/a	no vending machines
14.6 - Does the dining room have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	Yes	Benches due to COVID
14.7 - Is there a dropped counter and an induction loop available for the Library counter?	No	Enough space to show books, no induction loop
14.8 - Where there are IT facilities i.e. within classrooms and the Library (if applicable) are height adjustable computer desks available?	No	Laptops and other aids can be provided
14.9 - 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	No ramp up to the Theatre stage, awards are awarded in front of the stage as the stage is only used for school productions and concerts, performance area can be created in front of the stage

Checklist 15 - Way Finding		
15.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	Yes / No	No Braille, numbering of school classrooms changed to be more logical (teens upstairs on first floor, tweens on second floor etc.), no Braille or tactile signage, support can be provided if necessary
15.2 - 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?	n/a	



15.3 - 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)	Partly	Accessible WC clearly identified including symbol, other toilet facilities are well-known to students and all staff but are not always suitably signed.
15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	Partly	Not necessary given the layout of our school, four storey needs signs "go up here for FS..." no tactile information. Suitable signage to be reviewed and added in Jan 2021.
15.5 - 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	No lifts

Checklist 16 - Lighting & Acoustics		
16.1 - Lighting designed to meet a wide range of users 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	Several light switches in classrooms so light can be adapted, blinds in all classroom – to be reviewed
16.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?	Yes	Via light switches, no colour contrast, not accessible for wheelchair users – action: student council to stick stickers on light switches to save energy
16.3 - 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	Most classrooms have working blinds – to be reviewed



16.4 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?	Yes	Classrooms are separated so noise does not carry from one into the next, heating fans can be switched off if the fans get too loud
16.5 - Good balance of hard and soft surfaces?	Yes	
16.6 - Are induction loops fitted within the key areas i.e.- Main Hall, Sports Hall, key study areas e.g. Music Room.	No	Portable device would be investigated if need arose
Checklist 17 - Means of Escape		
17.1 - Audible alarm system supplemented by visual system?	Yes	
17.2 - Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	Yes	Evac chair in 4 storey – Next training date: Jan 2021.
17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	Yes	
17.4 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	No	WC would not access upper floors, classes would be moved to allow them access to their education so no lift required
17.5 - 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?	No	WC would not access upper floors so they would be able to leave the buildings safely wherever they are located



Checklist 18 - Building Management			
18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	Yes		
18.2 - Accessible parking; Designated spaces not used by non- disabled drivers and kept free from obstructions?	Yes		
18.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	Yes		
18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	n/a		
18.5 - 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	Site managers regularly conduct fire safety checks which include checking of exit routes. Combustible materials (paper) are kept outside buildings in designated recycling bins. Regular fire drills and testing of accessible toilet alarm cord	
Checklist Checked by	Deborah Bell and ATLP Ops & Estates	Date	04/01/2023