



**New Zealand
School Property Agency**

Improving Accessibility at Schools

Levels of Service, Design Standards and
Guidance for upgrades to School Sites and
Buildings

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1. Document History

Revision Date	Version	Summary of Changes
September 2024	1.0	First version for general issue

1.1 Give your Feedback

We are always looking to improve the content and usability of our documentation. You can contact us with feedback through school.design@schoolproperty.co.nz

Your feedback will help us to maintain these design standards as a valuable resource for those involved in the design of our schools.

2. Introduction

The New Zealand School Property Agency (NZSPA) aims to shape an education system that delivers excellent and equitable outcomes. Part of this involves ensuring the built environment at schools is accessible, inclusive and supports participation and learning so that all ākonga/ students have barrier-free access to quality education.

This document outlines guidance on how to assess and modify existing school sites and buildings to improve access and inclusion for all ākonga at a kura/school. A key focus of this guidance is to support property professionals in the development of fit-for-purpose accessibility solutions for schools.

2.1 Scope

This document outlines NZSPA's:

- levels of service when undertaking accessibility upgrades for incoming students who need property modifications for access in existing schools, and
- design standards and guidance for improving inclusion and the general accessibility of existing mainstream school buildings and sites.

For all new state schools and new school buildings within state schools, it is mandatory to comply with NZSPA's [Designing Schools in Aotearoa / New Zealand](#) (DSNZ) standard. For some elements, this document provides more detailed requirements than those outlined in DSNZ. These are recorded as preferred outcomes. For those elements, compliance with the preferred outcomes outlined in this document is mandatory for new schools and new school buildings.

This document includes guidance for a wide range of student needs, including but not limited to people with mobility needs, sensory needs, physical and mental health needs and neurodivergent ākonga.

This document also supports scoping and provides solutions for specific student needs that are delivered through NZSPA. More information about this can be found on [NZSPA website](#).

2.2 Intended Audience

This document is mainly for Architects, designers, and property professionals. School Boards and others who make decisions about school property may also find this document useful and should be aware of the principles and requirements outlined in this document.

2.3 Meeting Legal and NZSPA Requirements

It is expected that all property work in schools will meet relevant NZSPA standards and legal requirements.

Some NZSPA requirements are different to the New Zealand Building Code's Acceptable Solutions and Standards, mostly where the Building Code is silent or is not suitable for schools.

For example:

- the Building Code focuses on access into and through buildings. This document considers site-wide accessibility and includes guidance for a wider range of spaces and needs,
- the ergonomic requirements of children and young people can differ to adults, and
- the various activities that can occur in schools and school buildings, and the length of time and frequency of use by ākonga, can require different design outcomes from other public spaces.

The minimum levels of service outlined in this standard are intended to align with both the objectives of the Building Code clauses relevant to safe and inclusive access in schools, and NZSPA's own objectives for barrier-free access to education.

Some levels of service will not align with the Building Code's Acceptable Solutions. Applied correctly, designing to our minimum levels of service (when the preferred outcome is not viable) should align with meeting the intent of the Building Code and the principle of achieving an outcome as near as reasonably practicable to the Building Code.

We do not expect project teams to seek consent where there is no legislated requirement, however the responsibility sits with the project team to determine legal obligations and compliance pathways, if any, to ensure legally compliant outcomes.

2.4 The Application of these Standards

New Schools and New Buildings

All new school buildings must be designed and built to meet the Building Code and DSNZ standards. For elements not detailed in the DSNZ, this document can be referred to. In these instances, designs should achieve the preferred outcomes outlined in this document.

Existing Sites and Buildings

NZSPA expects that sites and buildings at existing schools are, over time, incrementally improved with modifications that achieve the design principles as near as reasonably practical and provide value for money.

When upgrading existing school property, it is expected that the preferred outcomes listed within this standard are considered as the first option. Where it is not reasonably practical to meet these outcomes, the minimum levels of service, as outlined in this document, should be met.

The minimum levels of service in this document assist in scoping projects for incoming students, or for future planning purposes. Having elements in a school below the levels of service does not equate to a school being inaccessible for its students. We expect property professionals, in collaboration with NZSPA representatives, to follow the guidance in this document and determine an appropriate scope and combination of property and non-property solutions to achieve NZSPA objectives.

Project scoping for property and non-property solutions should be determined in collaboration with NZSPA's Property & local Learning Support teams.

2.5 Principles for Selecting a Design Solution

Be Pragmatic with Design Solutions

All building work to improve accessibility should promote efficient and effective solutions. Design solutions should practically and cost-efficiently remove barriers accessing education. Avoid solutions that require complex construction or significant engineering works resulting in long periods of disruption to the school, and higher costs than necessary.

Avoid modifications that require structural or envelope adaptation to existing buildings. If structural or more significant modifications are required, aim to meet our preferred outcomes.

Where it is not practical or necessary to meet the preferred outcomes for all elements of a modification, prioritise achieving the preferred outcomes for the structural or more significant/ permanent elements. Any minor add-ons and upgrades, such as handrails or specific signage, can be undertaken in future through Learning Support Property Modification (LSPM) projects, as needed.

Minimise Impact to the School Environment

Designers should balance constraints and consider the needs of the whole school population when designing accessible routes in schools, in accordance with universal design principles. For example, avoid creating features that may have a negative impact on other school users or the wider school environment. Aim to design features that integrate into the surroundings and promote inclusivity.

Any design solutions should not detract from the amenity or significantly reduce the quality and amount of space for all students.

Consider Universal Design

When planning property projects at a school, pragmatically follow universal design principles and aim to provide seamless equitable access, dignity and respect for all school users.

It won't be possible to achieve the aims of universal design in all contexts, all of the time, particularly for existing sites and buildings. Considering these principles from the very start of a project will help integrate these ideas through the design, construction and occupation phases. For LSPM projects, this approach will also ensure the outcome is reasonably future-proofed and low impact to all school users.

2.6 Document Structure

Section 3: Accessible Routes at Existing School Sites provides guidance for determining the key activities and spaces at a school and mapping out an accessible route to connect them.

This section supports project scoping and long-term planning for schools to progressively improve accessibility across the site.

Section 4: Sites & Section 5: Buildings outline the minimum levels of service (or, minimum standards) and the preferred outcomes for various modifications along accessible routes.

These two parts include lists of physical elements that improve accessibility. For each element, two potential requirements are outlined:

- a minimum level of service (where this differs from building code requirements), and
- a preferred outcome (and explanation where this differs from DSNZ requirements).

2.7 How to Scope Accessibility Upgrades for incoming Students

Step	Action
1	Engage with your NZSPA representative to understand the student's needs and what property and non-property options may be available for consideration.
2	Define and map out the accessible route throughout the school. Use the guidance in Section 3: Accessible Routes at Existing School Sites.
3	Identify and evaluate the areas along the accessible route that may require modifications or upgrading. The elements to consider are outlined in Section 4 : Sites & Section 5: Buildings. Consider how non-property solutions could reduce the scope of works required while still removing barriers for students. Infrastructure solutions should not be the default and non-infrastructure solutions such as operational changes may be equally, or more, effective.

Step	Action
4	Develop a scope of work in line with the guidance in this document. Consider where our preferred outcomes are reasonably practical to achieve and are likely to be comparable with the work and costs for delivering to our minimum levels of service. Discuss proposed solutions with your NZSPA representatives before proceeding into design documentation. Ensure this includes the local Learning Support team for upgrades for students.
5 (Only if in scope)	If in scope, develop a high-level, long-term plan showing: the areas requiring upgrades, and the recommended design solutions. For any property modifications proposed, take a holistic over-view of when and how work could be staged and delivered. There may be opportunities to incorporate upgrades as part of upcoming building projects planned at the school.

3. Accessible Routes at Existing School Sites

An accessible route should enable ākonga to have barrier-free access to education. This section provides guidance about how to plan an accessible route to enable this. Accessible routes should also support access for other school users.

3.1 Key School Spaces

Determine what the key activities are at the school and what spaces are required to enable these. Provide barrier-free access to these spaces as the priority.

Prioritise access to the key school spaces that host activities that students participate in regularly and frequently. As an example, key school spaces may include:

Key School Spaces	Comments
A Pick Up and Drop Off (PUDO) Zone	There should be at least one safe and accessible pick up and drop off (PUDO) zone at the school for ākonga to safely be picked up and dropped off to school and for visitors who may have mobility needs. The required quantity of accessible carpark(s) is outlined in Section 4.1 Pick up / Drop off and Carparking.
School Entrance (student entry)	There should be at least one accessible student entrance to the main school campus connected by an accessible route from the PUDO zone and/or accessible carpark(s). Consider where most students enter the main learning areas at the school and aim to integrate the accessible route with the primary circulation route for all students. Following that, consider connecting the formal school entrance or reception area. A school entrance that does not support inclusion and integration is generally not considered suitable.
General Learning Areas	The accessible route should allow any student to access sufficient general learning spaces, and the full curriculum, as they progress through their years at school. For primary schools, aim to provide accessible connection between learning spaces and connect some outdoor learning space to general teaching space(s). For secondary schools, ensure students can get to the general learning areas needed to access all subjects and learning activities. This does not always mean all general learning spaces in a school, particularly if there are reasonable constraints.
Specialist Learning Areas	Access should be enabled to all specialist learning activities and curriculum areas. In some cases, there may be one space that can facilitate a range of specialist activities. Where there are multiple spaces that facilitate a single specialist activity, only one space is required to be connected on the accessible route.

Key School Spaces	Comments
School Hall and School Gym	The primary hui or school assembly space (typically, the school hall), the main indoor recreation space (typically, the school gym) and a nearby accessible toilet should be connected to an accessible route.
Library	The library should be connected to an accessible route.
Health Room and other Health Facilities	Ensure the school's health room (sick bay) and other critical health facilities are connected by the accessible route.
Toilets and Showers	Key accessible toilets and universal bathrooms should be connected by the accessible route. Where showers are provided, ensure at least one accessible shower is connected by the accessible route. Aim to locate accessible toilets and universal bathrooms with general school toilets.
Outdoor Recreation Areas	Provide access to at least one informal, passive outdoor recreation space and/or one formal, active recreation space (such as hardcourts). Consider where the main playing and social areas of the school are and prioritise access to these spaces.

3.2 Mapping the Accessible Route

Map the accessible route throughout the school to identify key school spaces that are already connected and highlight areas where accessibility upgrades are required. When mapping the accessible route throughout the school:

- accessible routes should promote inclusivity and student dignity. Aim to align the accessible route with the school's primary circulation route and those which most students use,
- accessible routes should be fit-for-purpose. Avoid creating onerous or extensive routes that are not user friendly,
- aim to keep the accessible route as short as possible to reduce travel distances and challenging journeys for students, and
- the accessible route should not require students to pass through areas deemed to be service areas or 'out of bounds.'

Schools with Site Constraints

For some existing schools, providing access to all parts of the school site will not be practically feasible. Where there are existing constraints, the accessible route is not expected to connect all parts of the school site and all school buildings.

Where it is not practical to connect all parts of a school with compliant accessible routes, evaluate the key school spaces to connect as the priority. When there are constraints, explore

non-property and alternative solutions for Creating Access to Education on Constrained School Sites.

Prioritise modifications that will make the greatest difference to the daily experience of students at school.

Some examples where it may not be practical to connect all spaces are:

- large school sites with long travel times and distances,
- general learning areas that are some distance from the central campus,
- older multi-storey buildings with no lift access to the upper level,
- where the site terrain means there are multiple levels to navigate, or
- learning areas separated by significant vertical distances.

Creating Access to Education on Constrained School Sites

Where compliant accessible routes cannot be practically achieved, consult with the school, NZSPA, and local Learning Support team to consider non-property and alternative options. The approach taken at each school site to connect spaces will vary according to a range of factors including:

- site and budget constraints,
- the importance and priority of the spaces, and
- the expected frequency of use by students.

Some approaches to consider for constrained sites are:

1. Explore non-property solutions for creating access to key school spaces and activities:
 - Explore how students can be assisted by the school community to access school spaces. For example, a classmate assists a student to the school field for sports events or down to the school pool for swimming days.
 - Explore mobility equipment that will better enable a student to navigate a school (and their community).
 - Work with NZSPA's local Learning Support team to explore operational strategies to increase safety or accessibility of spaces.
2. Reduce the extent of accessible route:
 - Aim to connect existing buildings, that are located nearby, by an accessible route to reduce travel distances for students.
 - Avoid connecting spaces that are at great horizontal or vertical distances to the main school buildings.

- Avoid creating accessible routes to facilities that are located along steep banks or level changes. Consider the most inclusive and least intrusive options as the priority.
- Relocate key school spaces to areas and buildings that are closer together, already connected by an accessible route or more easily made accessible. Relocation of spaces should be achieved by moving furniture, resources and light fittings, not by requiring redevelopment of spaces.

For example, if the school library is located far away from the main school buildings, can a selection of furniture and fittings be relocated into an existing space nearer to or within the main school buildings?

3. Explore alternative solutions for connecting key school spaces:

- Identify any existing infrastructure or lifts within buildings that can be extended to create connections between site levels.
- Identify existing circulation or vehicle routes that could be upgraded to improve access and usability.
- Often there are existing routes that connect all parts of a school, typically providing vehicle access, caretaker or landscape maintenance use. This option may be suitable for key school spaces that are less frequently used or accessed, for example, up or down to a sports field.
- Consider the provision of a simple path or track, designed in accordance with Section 4.3 Paths and Tracks. This option may be suitable to provide access to the space with a vertical travel distance greater than 2000mm.

4. Sites

4.1 Pick Up / Drop off (PUDO) and Carparking

Provide and designate accessible carparks to enable safe pick up and drop off (PUDO) of students, or frequent school users who may have accessibility requirements.

At its simplest, a PUDO zone may be an accessible carpark connected to an accessible route to the school entrance. Determine where the school entrance is in alignment with guidance from Section 3.1 Key School Spaces.

The accessible route should be continuous, easy to identify and navigate.

Item	Minimum Level of Service	Preferred Outcome
PUDO Quantity and Location	All schools should have at least one PUDO zone suitable for students with accessibility requirements, adjacent to an accessible route to the main student entry and / or the primary area of learning or learning support hub.	Provide PUDO zones suitable for students with accessibility requirements, adjacent to an accessible route to the main entry, primary area of learning or learning support hubs and other key spaces. Minimise the travel distance from PUDOs to learning spaces — the preference is for direct access but this must not come at the expense of integration of a learning support space within a school.
Quantity of Accessible Parks	As per NZS 4121:2001 Provide at least one accessible car park for every 1-20 standard car parks. Provide at least two accessible carparks for every 21-50 standard car parks. Provide at least 1 additional accessible car park for every additional 50 standard car parks.	As per DSNZ Exceed building code requirements where necessary to achieve equitable and functional access.

Item	Minimum Level of Service	Preferred Outcome
Parking Orientation, Lengths & Widths	As per NZS 4121:2001 Parallel parks: 3500mm minimum width (4000mm preferred) Carparks 90o (to footpath) parking: 5000mm minimum length For vehicles that operate a rear-mounted hoist a further 1000-1300mm is required. Angle parks: 3500mm minimum width 5000mm minimum length	As per DSNZ Parallel parks are preferred with sufficient space for side and rear exit from the vehicle (1300mm extra length for rear mounted hoists). Avoid carparks which require reversing manoeuvres across a school driveway.
Covered Unloading	PUDO zones or accessible carparks on the accessible route do not require a cover.	Weather protection to carparking spaces can be beneficial as entering / exiting vehicles can take time and other learners can have to wait for assistance to enter a school building. Consider providing weather protection to PUDO or accessible carparks where: exposure to prevailing winds and weather is significant, and required for a specific student's needs. Consider simple methods for providing weather protection such as simple bike or bus stop type shelters. Where a cover is being provided, ensure that any posts or other members of the cover do not obstruct turning, reversing and other manoeuvring for vehicles or people.
Protection between Vehicles & Ākonga	For existing PUDO zones, consider the potential safety risk of interaction between vehicles and people. Where appropriate consider installing bollards, level changes, planting or fencing to create a barrier between vehicle zones and pedestrian areas.	When creating a new PUDO zone, follow the requirements within DSNZ. When installing fencing to separate vehicles and pedestrians follow the requirement within NZSPA's Fencing Design Standards and Guidance.

4.2 Fencing at Schools

Schools & kura should be safe, welcoming and inclusive environments for ākonga, whānau and the wider community.

Fencing can be used where there is an identified safety, security, privacy reason or to manage external noise at schools. Fencing may also support student safety and create an inclusive environment for ākonga with learning support needs.

All fencing and gates newly installed at schools should meet NZSPA's [Fencing Design Standards and Guidance](#).

NZSPA does not have a specific requirement for schools to be fenced. When fencing is installed, the extent of fencing is not expected to follow the school's full perimeter.

Careful consideration should be given to where and when fencing in schools is situated. The extent and location of fencing installed should only respond to identified risks or needs.

Consider how the installation of fencing could be staged overtime, only addressing immediate risk as the priority.

LSPM Fencing Upgrades

It is important to consider a range of strategies that could be used to meet a school's or student's needs. Non-property solutions must be explored and ruled out as not viable before fencing is proposed.

Fencing is one of many strategies to help deter or slow down students from leaving school sites. For example, fencing the perimeter of a sports field alone would be considered less effective.

A combination of solutions is considered most effective given many students can climb fences or open gates. Consider teachable, operational, and other non-property cultural strategies to create safe and inclusive environments.

Engage with the school and the local Learning Support team to identify risks and determine the best strategies for keeping students safe.

Item	Minimum Level of Service
Fencing Provision	A fencing plan for progressively creating a secured inclusive area within the school site should be developed if a student need is identified. When fencing is deemed the appropriate solution, the extent of fencing is expected to create an inclusive environment within the school site, not the full school perimeter.

4.3 Paths and Tracks

Tracks can be a user-friendly solution for connecting spaces across steep site levels.

This section outlines the requirements for track design once non-property and alternative solutions such as those outlined in Section 3.2 Mapping the Accessible Route have been explored and ruled out. Track design should comply with SNZ HB: 8630:2004 New Zealand Handbook: Track and Outdoor Visitor Structures.

Item	Guidance
Context for use	A track should be considered when connecting vertical distances greater than 2000mm or horizontal lengths greater than 30m.
Switchbacks	Use switchbacks to achieve the preferred gradient. Ensure the switchback gradient and radius is safely manoeuvrable for a wheelchair user. Offset switchbacks from each other for drainage and erosion purposes. 
Gradient	Preferred gradient of 1:20. Maximum gradient of 1:12 for no more than 20% of the ramp length.
Crossfall	Design to support good water management and reduce erosion or ruts forming over time. Preferred crossfall of 1:100. Maximum crossfall of 1:50. Students using mobility equipment, including wheelchairs, can have a higher centre of gravity and can become unstable if the crossfall is too steep.
Landings	Aim to provide clear and flat landings along the track to allow rest areas for users. Aim to provide landings with a minimum clear length of 1200mm at intervals of 9m along the track. <i>To support the track design to become a popular, inclusive route, consider installing benches along the track.</i> <i>Benches provide a support rest area for track users and can create pleasant passive recreation spaces for all students.</i>

Item	Guidance
Route Widths	The track width is to be 1200mm minimum over its entire length. <i>Exceptions are where natural features such as trees prohibit this. In this case, a short reduction in track width is acceptable provided the track is safe and accessible.</i> If the track is likely to be the preferred route and high traffic volume, provide a wider track of up to 2000mm.
Surface Finishes	The track surface finish must be slip resistant when wet, in accordance with standards outlined in NZBC D1. The surface finish of a track shall be well formed, even and made from a durable material such as concrete, asphalt or gravel mixtures. Aim for any discontinuity in levels on the track surface to be no greater than 5mm.
Handrails	No handrail is required. Provide a handrail or barrier when a student need is identified or where a significant hazard is present (such as a drop off).
Edge Protection	Aim to keep the natural ground level as flush as possible with the track surface. Where the adjacent ground is below the track surface, consider installing a 75mm high kerb to prevent a wheelchair from running off the edge. Kerb protection can create trip hazards for other users so install based on a balanced consideration of this risk.

4.4 Exterior Circulation Routes

Determine where the minimum levels of service are not met along the accessible route. Identify where additional work is required to improve accessibility along this route. Consider frequency of use, non-property solutions, impact on the surrounding areas and to other users. Additional guidance for improving usability, accessibility and wayfinding along the accessible route can be found in Section 4.12 Wayfinding and Hazard Identification.

Item	Minimum Level of Service	Preferred Outcome
Primary Circulation Route Minimum clear width	Where existing primary circulation routes are between 1000mm – 1200mm wide, consider alternative solutions to improve the usability of the route before increasing the width of the route: • If possible, re-plan the route. • Upgrade the surface of the path to increase grip. • Install additional handrails or improve existing handrails to sloped footpaths. • Remove obstructions that may be compromising the width of the route. As per NZS 4121:2001 When creating a new primary circulation route for existing school property, and there are restricting constraints, ensure the width of the circulation route is no less than 1200mm wide.	As per DSNZ Newly built primary circulation routes should be at least 1800mm wide.
Secondary Circulation Route Minimum clear width	No minimum requirement for existing secondary circulation routes.	As per DSNZ New build secondary circulation routes should be no less than 1800mm wide for high-volume foot traffic areas and 1200mm for low foot traffic areas.
Service Route Minimum clear width	If no significant risk, leave as is.	As per DSNZ New build service routes should be no less than 1200mm.
Ancillary Fire Egress Route Mini width	Comply with Building Code requirements or where applicable to a new building, with the directions noted in the Fire Engineer's report.	

Item	Minimum Level of Service	Preferred Outcome
Gradient of Path Primary circulation route	For gradients steeper than 1:20, consider alternative solutions to improve the usability of the path before replacement: • If possible, re-plan the route. • Upgrade the surface of the path to increase grip. • Install additional handrails or improve existing handrails to sloped paths. • Remove obstructions that may be compromising the usability of the route. As per NZS 4121:2001 When creating a new path for existing school property, and there are restricting constraints, ensure the gradient of the path is no greater than 1:20. Any new paths that are steeper than 1:20 must be treated as a ramp.	As per DSNZ Design to maximise access routes of 1:20 gradient or less to avoid or minimise the need for ramp access. Newly built paths should have a gradient no steeper than 1:20.
Landings	For existing paths with non-compliant landings, consider alternative solutions to improve the usability of the path before reconfiguring the path: Upgrade the surface of the path to increase grip. Install additional handrails or improve existing handrails to sloped footpaths. As per NZS 4121:2001 For newly built paths, provide level rest areas on primary circulation routes that have gradients between 1:33 – 1:20, at intervals not exceeding 18m.	
Landings continued	These must be a minimum of 1200mm in length.	
Prevention from Falling	Prevention required as per Section 4.5 Prevention from Falling. Where required, design requirements as per Section 4.7 Ramp Handrails.	
Surface Finishes	As per Section 4.12 Wayfinding and Hazard Identification. Avoid planning accessible routes which expose paths to the effects of frost or dampness.	

4.5 Prevention from Falling (drop offs)

Where circulation routes are elevated above ground level, or where there is a change of level between the circulation route and adjacent ground, a risk of falling could be present. This could be from falling off the edge of platforms, landings, decks, ramps or stairs. The risk is determined by the height of the level change, the age and heights of students, specific student needs and the surface onto which a student could fall.

Building code requirements outline where handrails and/or barriers (such as balustrades) are required to prevent people from falling. These requirements are not always suitable for younger people or places where younger people predominantly occupy, such as schools.

Schools with only Intermediate or Secondary-aged Students:

New handrail and balustrade design must comply with NZS 4121 and NZBC F4/AS1. Handrails are not expected to be fixed to deck balustrades unless where specifically required for compliance with Code standards.

Schools with only Primary-aged Students or Students with Specific Needs:

Use the following guidance and table to support decision making about where a balustrade, handrail, mid-rail and kerb protection should be considered to help reduce the risk of falling for primary-aged students:

- When a path, ramp, or landing is situated so that a person could fall 1000mm or more, a barrier complying with NZBC F4 / AS1 is needed.
- Where only an edge upstand is provided to prevent wheels on wheelchairs from slipping off an edge, consider colour contrast to reduce the risk of tripping for other people.
- Soft landing surfaces might include garden beds, planting or grass and hard surfaces might include paved surfaces such as asphalt.

Recommended fall protection for primary-aged students:

Height of fall	Fall surface	Protection from falling requirement
1000mm +	All	Provide protection as required under NZBC F4/AS1.
650mm – 1000mm	Hard	Provide balustrade, handrail, mid-rail and kerb protection as per guidance above.
650mm – 1000mm	Soft	Evaluate the risk and provide protection accordingly.

4.6 Ramps to Key School Spaces

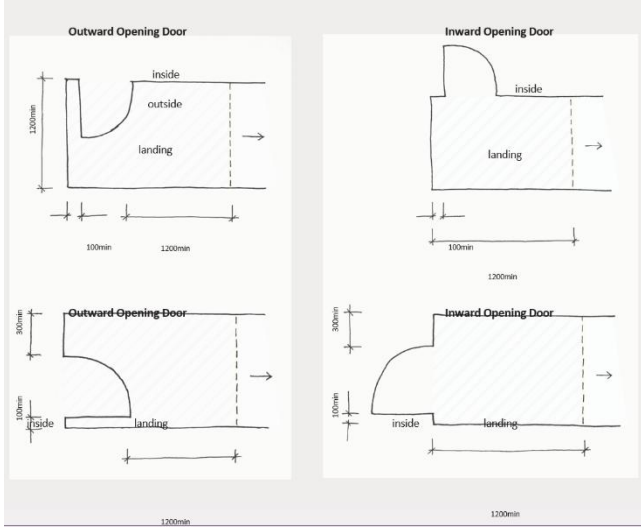
The functionality of a ramp and approachability of an entry into a building is determined by a number of factors working together. When evaluating the usability of a ramp consider how various elements are supporting or detracting from approachability to the building.

Consider the combination of factors:

- missing or poorly designed handrails,
- hazardous drop offs,
- quality and size of clear landings,
- doorway widths,
- thresholds and ledges,
- door swing direction,
- door handles, and
- the weight of the door.

Consider how elements could be modified to improve the overall usability of the existing ramp without making significant or structural changes.

Item	Minimum Level of Service	Preferred Outcome
Gradients & Lengths	Where existing ramps have a gradient of up to 1:10, consider alternative solutions to improve usability of the ramp before replacing. Consider repairs and upgrades to the following features: • Upgrade the surface of the ramp to improve increase grip. • Install additional handrails or improve existing handrails. • If sensible, remove obstructions that may be compromising the width of the ramp. • Install or upgrade barriers as per Section 4.5 Prevention from Falling or consider installing softer planting to reduce risk. As per NZS 4121:2001 When creating a new ramp for existing school property, and there are constraints that do not allow a 1:14 gradient, ensure the gradient of the ramp is no steeper than 1:12.	As per DSNZ Newly built ramps should have a gradient no steeper than 1:14.

Item	Minimum Level of Service	Preferred Outcome
Ramp Lengths	If the school has existing ramps that are functional there is no requirement to reduce the length. When creating a new ramp for existing school property, the length should aim to be no greater than 30m. Where a greater length is required, consider installing a Section 4.3 Paths and Tracks or other means of vertical circulation instead.	
Landings	When creating a new ramp for existing school property with restricting constraints, provide level landings: • at the top and bottom, wherever there is a change in direction, wherever doors open off them and at intervals no greater than 9m, • with a clear length of 1200mm minimum, • that allows for door openings as per the diagrams below. If the ramp is the only route into the building, aim to provide a minimum clear landing length of 1800mm. 	Newly built ramps should have clear landings with a length of 1800mm at the top and bottom of the ramp slope.
Ramp Widths	Minimum ramp width is 1200mm. Handrails and other minor obstructions are permitted to intrude into this width. If the ramp is the only route into the building, there should be 1800mm clear width between handrails if there is a need to support the volume of two-way people movement.	For ramps incorporated into a primary or secondary route, match the minimum width of the circulation routes as per Section 4.4 Exterior Circulation Routes.

Item	Minimum Level of Service	Preferred Outcome
Surface Finishes	As per Section 4.12 Wayfinding and Hazard Identification.	
Prevention from Falling	Prevention required as per Section 4.5 Prevention from Falling. Design requirements as per Section 4.7 Ramp Handrails.	
Wayfinding	- Consider providing high contrast strip marking to the beginning and end of gradient changes where the surface is continuous from a flat area or where there is very little visual difference. - Consider removing or highlighting obstacles or obstructions towards the top or bottom of the ramp. - Refer to Section 4.12 Wayfinding and Hazard Identification for additional guidance.	

4.7 Ramp Handrails

Where existing and functional handrail(s) are present, there is no requirement to modify or replace.

Item	Minimum Level of Service	Preferred Outcome
Handrail Location	As per NZS 4121:2001 When providing new ramps, continuous handrails should be provided to both sides of the ramp and landing(s), except doorways.	
Handrail Diameter	As per NZS 4121:2001 32mm – 45mm	Primary-aged students: 32mm
Handrail Height	As per NZS 4121:2001 840mm – 900mm (ramps)	Primary-aged students: 840mm rail height Secondary-aged students: 840mm – 900mm
Prevention from Falling	Provide edge protection and a second safety rail as per Section 4.5 Prevention from Falling.	

Item	Minimum Level of Service	Preferred Outcome
Rail Extension	As per NZS 4121:2001 300mm min to top and bottom unless the handrail is continuous e.g. on the inside of an intermediate landing. Where the extension is extending into primary circulation space and poses a risk of obstruction, consider providing a high contrast marking. Refer to Section 4.12 Wayfinding and Hazard Identification for guidance.	
Rail Material	Railings to be simple designs of timber, or galvanised mild steel.	

4.8 Stairs to Key School Spaces

The following requirements apply to stairs on accessible routes only.

All newly built stairs should comply with NZS 4121 as a minimum, and DSNZ as a preferred outcome.

Item	Minimum Level of Service	Preferred Outcome
Stair Width	For existing stairs, if all other features of the stairs meet their minimum requirements, a stair width of 800mm is acceptable and does not require replacement unless to meet a specific student's need. Other features include: • uniform treads and risers, • surface treatment, • clear landing spaces, • handrails, and • nosings. If an existing stair's width is between 800-900mm, consider alternative methods for increasing overall the usability of the stair (as per the above list), before replacing the existing stair. When installing a new stair for existing school property, and there are restricting constraints, ensure the clear width is no less than 900mm.	Ensure newly built stairs have a width that matches the Section 4.4 Exterior Circulation Routes requirements.

Item	Minimum Level of Service	Preferred Outcome
Tread & Riser	For existing stairs, if the existing tread or riser is non-compliant with the requirements outlined in <i>NZS 4121:2001</i>, consider the following alternative solutions to increase accessibility, before considering replacement of the stairs: • Adding high-contrast signage. • Adding slip resistant surfaces. • Adding nosing's. • Adding or upgrading handrails. • Rerouting the primary circulation to include a compliant stair. • Relocating the function within the building to a more accessible location.	For new stairs, treads and risers must be uniform for all steps in one flight. They must have closed risers. <i>As per NZS 4121:2001</i> Riser: 150mm – 180mm Tread: 310mm – 450mm
Landing	Where an existing stair landing (at the bottom or top of a stair where an outward opening doors is present) is between 300mm – 400mm consider installing a change in texture to the floor surface to increase grip and ensuring the handrail extension is sufficient. When creating a new landing as part of a new stair for existing school property, the landing length should comply with NZS 4121, as follows: A landing at the top or bottom of a stairway is required when the door is opening outwards. A minimum clear width of 400mm should be provided between the edge of the top or bottom step and a door swing when fully open. Landing lengths should be at least 1200mm (including mid-flight landings).	
Surface Treatment	As per Section 4.12 Wayfinding and Hazard Identification.	

Item	Minimum Level of Service	Preferred Outcome
Nosing	All stairs should have adequate colour contrast to support wayfinding and minimise trip hazards. Consider painting high-contrast colour stripes before replacing or installing new fixed nosings. Nosings should be: • round-edged, • slip-resistant, and • a contrasting colour difference of 30% LRV or more. Where nosing is provided on stairs with widths up to 1800mm – install nosing across the width of the walking area of the stair. Where nosing is provided across stairs with a width greater than 1800mm, provide rounded nosing strips along the full length of the top step and of 1200mm width to the remaining steps, adjacent to each handrail. Consider painting a high-contrast colour strip across the remaining width of stairs.	
Prevention from Falling	Prevention required as per Section 4.5 Prevention from Falling. Design requirements as per Section 4.9 Stair Handrails.	

4.9 Stair Handrails

Where existing and functional handrail(s) are present, there is no requirement to modify or replace.

Item	Minimum Level of Service	Preferred Outcome
Handrail Location	As per NZS 4121:2001 Ensure continuous handrails are provided to both sides of the ramp and landing(s), except doorways.	
Handrail Diameter	As per NZS 4121:2001 32mm – 45mm	Primary-aged students: 32mm minimum
Handrail Height	As per NZS 4121:2001 900mm – 1000mm	Primary-aged students: 900mm rail height Secondary-aged students: 900mm – 1000mm
Second (Safety) Rail	Provide a second safety rail as per Section 4.5 Prevention from Falling.	

Item	Minimum Level of Service	Preferred Outcome
Rail Extension	As per NZS 4121:2001 300mm min to top and bottom unless the handrail is continuous e.g. on the inside of an intermediate landing. Rounded rail extensions that fold back on themselves are preferred as they pose less of a risk of obstruction. Where the extension is extending into primary circulation space and poses a risk of obstruction, consider providing a high contrast marking. Refer to Section 4.12 Wayfinding and Hazard Identification for guidance.	
Rail Material	Railings to be a mild steel, hot dip galvanised and fabricated to suit each circumstance.	

4.10 Decks and Landings to Key School Spaces

Decks or verandas commonly form entrances to buildings at schools. They often function as a landing space at the top of a ramp or stairs.

The following requirements apply to decks that operate as landings or form part of a primary accessible route into a building.

Item	Minimum Level of Service	Preferred Outcome
Deck Width	As per Section 4.4 Exterior Circulation Routes.	
Deck Length	As per Section 4.6 Ramps to Key School Spaces.	
Prevention from Falling	Prevention required as per Section 4.5 Prevention from Falling. Design requirements to match the connected rails as per Section 4.7 Ramp Handrails or Section 4.9 Stair Handrails.	

4.11 Access to Key School Buildings and Spaces

Item	Minimum Level of Service	Preferred Outcome
Number of Entrances	For existing buildings, ensure at least one accessible entrance is provided to each building that hosts key school functions and spaces as outlined in Section 3.1 Key School Spaces. When upgrading, aim to select entrances that are located centrally to a building, that can provide direct access to as many spaces as possible. For example, upgrading a corridor or joint entry that provides access to multiple spaces. In some cases, the route to a teaching space may need to pass through another teaching space. Ensure compliance with NZBC C/AS4 Protection from Fire.	Aim for at least one accessible entry to each teaching space and other key school spaces. Aim to provide as many accessible entrances to each key school space as practically possible. Avoid over-provision of level entries which typically require channel drains and raised concrete nibs to achieve ground separation to exterior claddings. See also NZSPA's Weathertightness Design Requirements.
Main or Secondary Entrance?	Aim for the fully compliant, accessible entrance to be the main entrance to the building. As a minimum, for existing school property, any accessible entrance into the building is acceptable. If the main entrance is not the accessible entrance, provide adequate and compliant signage to support wayfinding of the accessible entrance.	The main entrance into a building should be the accessible entrance. When an upcoming project provides an opportunity to upgrade the main entrance, ensure the main entrance is upgraded for accessible access even if another accessible entrance is existing.
Wayfinding to the Building	As per NZS 4121:2001 When an accessible entrance to a building is not clearly visible from the main accessible route, provide directional signage.	

Item	Minimum Level of Service	Preferred Outcome
Wayfinding of Entrance	As per NZS 4121:2001 Ensure the accessible entrance can be illuminated, if needed, and is easily identifiable and distinguishable from the surroundings.	

4.12 Wayfinding and Hazard Identification

Take a pragmatic approach to improving wayfinding and hazard identification at existing schools. Consider how students will progressively become more familiar with the environment and able to safely navigate. Aim to seamlessly integrate any modifications to improve the overall environment for all students.

Item	Guidance
Obstructions	Provide high-contrast colour markings only where obstructions on accessible routes pose a high safety risk and are in high-traffic areas. Avoid visually cluttering spaces with markings as this can create unsupportive or overwhelming environments, particularly for neurodivergent students. Examples of obstructions that may pose a risk include: • drop offs and level changes, • low-level trip hazards such as rubbish bins or bollards, • door stoppers, • anything at head height such as beams, posts or columns, • water fountains, • fixed seating, • drains, • picnic tables, and • garden beds. Obstructions that may cause head injuries or significant falls are typically considered higher risk. Aim to integrate any high-contrast markings with the environment, as much as possible. Consider if a design feature can be made through the markings that positively contributes to the environment for all students. Solid bands of high-contrast markings are preferred to stripes or other patterns as these add complexity on site.

Item	Guidance
	Example: High-contrast posts 
Uneven Surfaces and Trip Hazards	Where uneven or raised surfaces such as concrete upstands, raised concrete pads or decking create a trip hazard, in high-traffic areas or on accessible routes, consider applying a high-contrast marking or other practical risk mitigation. Repairs of uneven surfaces such as paving should be remediated as part of a school's general maintenance.
Exterior Surface Finishes Ramps, stairs, primary accessible routes	Accessible routes shall have adequately slip-resistant walking surfaces under all conditions of normal use. <i>As per NZS 4121:2001</i> The surfaces of footpaths, ramps and landings on accessible routes shall be slip-resistant with a texture that is usable by all people. Ensure surfaces are stable, firm and slip resistant under all normal environmental conditions. Options for slip-resistant surfaces to consider include: • broom finished or exposed aggregate concrete, • UV resistant plastic grid mesh, • coatings with added non-slip texture, or • non-slip safety matting. For a full list of acceptable solutions refer to NZBC D1 section 2.
Acoustic Support for Students who are Hard of Hearing	In addition to the requirements in the NZSPA's DQLS-Acoustics design standard, consider where additional acoustic support may be required to support specific student needs and a range of ways this support could be provided. Consider practical operational, technological and property solutions.
Braille Signage / Tactile Wayfinding	Tactile wayfinding should only be installed where required for a student to navigate through primary circulation routes to key school spaces. Consider providing tactile indicators at the top and base of level changes such as ramps and stairs.

Item	Guidance
Colour and Visual Wayfinding	Design should support intuitive coherent wayfinding, with easy and clear identification of primary circulation routes through school sites and buildings. Reliance on signage should be minimised. Use of colour and texture can be used to support wayfinding, help students orientate themselves and identify hazard. Tonal contrast between different features is important for students with low vision. Light reflectance values (LRV) for key navigation components and building fixtures should have a LRV contrast of 30% or more, unless there are unavoidable constraints. Consider luminance contrast, between components such as landscaping, posts, barriers and rails, circulation routes, walls, floors, level changes, doors, frames, hardware and sanitary fixtures. Patterns or colour schemes on floors must not be confusable with level changes or steps. Consider if lighting solutions can be used to improve contrasting of objects and environments. Aim to provide consistent lighting which minimises shadows within interior spaces. Consider improving the visual contrast within school buildings when carrying out maintenance work or refurbishment work.
Glazing Manifestations	Glazing manifestations can support wayfinding and hazard identification for students. Identify where glazed panels, windows or doors along primary circulation routes may cause a hazard. Provide manifestations that are wide opaque bands that contrast with the background. Ensure banding is: • at an age appropriate height between 800mm and 1200mm from the floor, • a continuous band with a minimum width of 150mm, and • if a pattern is provided, ensure at least 60% of the band is an opaque, solid fill.
Signage	Clear, legible signage can support wayfinding around a school site and can be particularly helpful for key school spaces. When installing signage, consider: • installing signs at consistent heights and ensure they are appropriate for the age of the students, • sizes, types and lettering that is clear and legible, and • lettering and symbols should be high contrast to the background of the sign.

5. Buildings

Not all buildings, or spaces within buildings, need to meet the following requirements – just the key school spaces connected by the accessible route as outlined in Section 3.1 Key School Spaces.

All structural or significant work to existing buildings is to be avoided. If deemed necessary, it should have a have a strong and clear rationale for where it may be required.

5.1 Internal Circulation Routes

Item	Minimum Level of Service	Preferred Outcome
Primary Circulation Route Minimum clear width	As a minimum, the width of existing primary circulation routes must be functional for users. In some cases, existing corridors may only be wide enough to fit one student through at a time. Where existing corridors on primary circulation routes are less than 1200mm wide, consider alternative solutions to improve the usability of the route: • If possible, re-route the primary circulation route, leaving the existing route to be a lower-traffic route, more suitable for students who need mobility support. • Remove obstructions that may compromise the width of the route. When creating a new primary circulation corridor within existing school property, and there are restricting constraints, the width should be no less than 1200mm. Existing handrails, wall linings and other minor obstructions are permitted to intrude into this width. Functionality of the space for the student must be retained.	As per DSNZ Newly built primary circulation routes within new buildings should be at least 1800mm wide.
Secondary Circulation Route Minimum clear width	No minimum requirement for secondary routes.	As per DSNZ Newly built secondary circulation routes within new buildings should be at least 1200mm wide.

Item	Minimum Level of Service	Preferred Outcome
Service Route Minimum clear width	If no significant risk, leave as is.	As per DSNZ Newly built service routes within new buildings should be at least 1200mm wide.
Ancillary Fire Egress Route Minimum clear width	Comply with Building Code requirements or where applicable to a new building, with the directions noted in the Fire Engineer's report.	

5.2 Lifts

Lifts are one solution for creating vertical circulation throughout a school or building.

Many older existing buildings at schools may not have lifts installed. Follow the guidance in Section 3 Accessible Routes at Existing School Sites for alternative and non-property solutions to providing access to key school spaces.

All newly installed lifts should meet the requirements outlined in [DSNZ](#).

Guiding Principles:

- Existing lifts do not need replacement unless there is strong rationale for doing so. It is expected that alternative solutions are pursued first, and evidence is provided demonstrating why they are not feasible.
- External lifts are discouraged in schools because of durability and increased maintenance issues. Any external lift must be fully sheltered.
- Where key school spaces are not hosted on the ground floor of a building consider the following alternative solutions first:
 1. Consider the guidance in Section 3.2 Mapping the Accessible Route for alternative and non-property solutions to providing barrier-free access to education.
 2. Consider relocating key school spaces to existing buildings that already include a lift.
 3. Determine if future property projects are planned that could include a lift and teaching spaces that are currently inaccessible.
 4. Consider whether a commercial grade accessible platform lift is a suitable option, particularly for heights less than 2m.
 5. Explore whether an external lift is a suitable option. If it is, consider a design that could connect to external stairs and a deck that connects to multiple buildings (even if not delivered in the immediate project).

5.3 Doors

The functionality of a door and approachability of an entry is determined by a number of factors working together. When evaluating the usability of a door, consider the combination of factors such as:

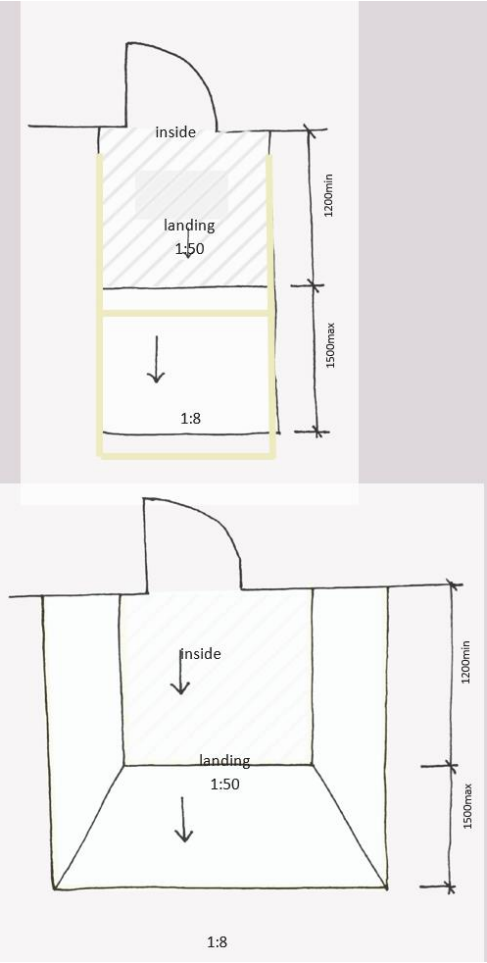
- clear landing space at the top of a ramp or stair,
- door swing direction and type,
- door threshold height,
- weight,
- resistance and usability of hardware, and
- clear opening width.

Consider how elements could be modified to improve the overall usability of existing doors without making significant or structural changes.

Item	Minimum Level of Service	Preferred Outcome
Door Type	The preferred door types are standard, hinged doors and sliding doors that are easy to open by all users. Automatic doors (hinged, sliding, or otherwise) are generally not promoted for use in schools. Automatic doors need a high level of ongoing maintenance, have particular fire safety requirements and can compromise safety for other students. Aim to install doors that can swing angles greater than 100 degrees and be held open with closers where necessary. Some doors may form part of a fire-rated building compartment. Speak with a Fire Engineer to see if a door may be able to be kept open by a device which releases it upon activation of the fire alarm.	
Weight / Resistance	As per NZS 4121:2001 The force required to push or pull open a non-fire door shall not exceed the following: • Exterior hinged door: 38N • Interior hinged door: 22N • Sliding or folding doors: 22N	Ensure the resistance of the door is suitable for the age of the students.

Item	Minimum Level of Service	Preferred Outcome
Clear Opening Width Primary circulation route	As per NZS 4121:2001 The minimum acceptable clear opening width is 760mm. If the door needs replacement and it's reasonably practical to do so, upgrade the door width to 810mm where possible.	As per DSNZ Ensure newly installed doors in new buildings have a minimum clear opening of 850mm.
Clear Opening Width Ancillary fire egress door	Comply with Building Code requirements or where applicable to a new building, with the directions noted in the Fire Engineer's report.	To fire standards or 810mm, whichever is greater, if not for wheelchairs. 850mm if for wheelchair egress.
Clear Opening Width Accessible toilets	As per NZS 4121:2001 The minimum acceptable clear opening width is 760mm.	As per Toilet & Changing Space Design Standards Ensure newly installed doors in new buildings have a minimum clear opening of 850mm.
Unobstructed Space from the Latch Side of Door to the Nearest Wall or Obstacle	As per NZS 4121:2001 300mm to push and pull side (measured from door frame).	Aim to allow for a 1500mm diameter turning circle outside of accessible toilets to facilitate entry / exit.
Door Threshold	Step thresholds less than 20mm: As per NZS 4121:2001 No threshold ramp is required. Incorporate a strong, visually contrasted strip that is effective when approaching from both directions. If the step is between 10mm - 20mm consider providing a bevelled threshold lip to support small wheels easily rolling over the threshold. Step thresholds 20mm – 56mm: As per NZS 4121:2001 Provide a threshold ramp with a gradient of no more than 1:8 and a going of no more than 450mm. Consider using a rubber threshold ramp.	Refer to Section 4.11 Access to Key School Buildings and Spaces.

Item	Minimum Level of Service	Preferred Outcome
	 Step thresholds greater than 56mm: Where existing step thresholds are greater than 56mm, provide a threshold ramp with a landing at the top to operate the door from. Meet NZS 4121 requirements for kerb ramps, including visual contrast to indicate changes in level. Provide a threshold ramp with: • 1:8 maximum ramp gradient, • 1500mm maximum ramp length, • 1:50 max crossfall to the landing (away from the building), and 1:50 max crossfall to the landing (away from the building), and, • 1200mm door clearance to the landing, in compliance with Section 4.6 Ramps to Key School Spaces. Consider using a custom formed rubber threshold ramp	

Item	Minimum Level of Service	Preferred Outcome
		
Hardware Type	Hinged and sliding doors must be easy to open by all users. Lever action handles with the end returned towards door are preferred. Door hardware should be commercial grade and contrast with the door leaf. Handle heights are to be appropriate for students. As a guide 900mm to 1200mm above floor level.	
Vision Panel	Doors that swing in both directions and doors on fire egress routes should incorporate a glazed vision panel for safety.	
Vision Panel Continued	Discuss with your Fire Engineer to confirm dimensions and consider increasing its overall height to suit all students.	
Visual Wayfinding	Doors that are fully glazed must have manifestation markings if any central rail does not meet manifestation requirements. Refer to Section 4.12 Wayfinding and Hazard Identification.	

5.4 Sanitary Amenities

Refer to [NZSPA's Toilet and Changing Space for Schools](#) design standard for mandatory requirements and design guidance.

Item	Minimum Level of Service	Preferred Outcome
Universal Bathrooms	Provision: Ensure the school has a plan for where this could be located if an incoming student requires one or if it needs to be incorporated within an upcoming redevelopment or roll growth project.	Provision: It is expected that schools provide at least one universal bathroom or plan for the provision of one in an appropriate location within their long-term plan.
	Location: Locate the bathroom central to the learning areas as part of a toilet hub. If multiple UBs are required consider distributing these around the site so they are near each learning hub, i.e. one near the juniors and one near the seniors.	Location: Where there is a learning support hub at a school, locate the UB adjacent to relevant learning areas where students will spend the majority of their time. For provision at a mainstream school, locate the UB within the largest learning facility at a school. Where possible, UBs should be integrated with other toilet suites and be positioned in a central campus location.
Accessible Toilets	Provision: Quantity of accessible toilets on site to meet requirements as per NZBC G1/AS1.	Provision: Aim for at least one accessible toilet on each floor of a new building.
	Location: Ensure there is a plan for an accessible toilet in the main admin space and at least one main teaching area. Ideally these works are undertaken when other works are being done in these areas.	Location: Aim to locate accessible toilets centrally to each floor. Where travel distances are extensive or travel paths will be disruptive to surrounding classes, provide additional accessible toilets.
Accessible Showers	At least 1 accessible toilet with shower on the school site. Preferably with direct access from the health room.	Ensure at least one accessible toilet includes an accessible shower where they are in changing areas as part of a gym and adjacent to a health room.

5.5 Public-Facing School Amenities

Consider the areas within the school that are likely to have frequent visitors, whānau engagement or use by the public. At existing schools, progressively make improvements to create an accessible circulation route that meets the requirements of NZS 4121.

5.6 School Amenities and Learning Spaces

Consider the interior spaces and amenities of key school spaces and how these may need to be modified to improve access.

The following guidance can be used to support project scoping and decision making. All newly built spaces need to meet the requirements outlined in the [DSNZ](#).

Item	Guidance
General	Consider the provision of: • coat hooks, bag hooks, drawers, joinery and storage that are at appropriate heights and scale, • sinks, taps, play equipment that are at suitable heights and types for students with diverse motor skills, • indoor/outdoor furniture that is accessible and appropriate, and • nooks and breakout spaces are able to be accessed and used.
Breakout Spaces	If providing breakout spaces, aim for physical and visual connection to learning areas. Breakout spaces are multipurpose spaces available for all students. They may be used for quiet time, separation, independent learning, one-on-one work, sensory activities, or space for withdrawal. If providing a breakout space to an existing teaching space: Consider modifications that support universal benefits for all students. Avoid creating single-use, segregated rooms that are located away from teaching spaces. • Explore modifications that improve the sensory amenities of general learning areas or that are integrated within main learning areas. For example, modifications to underutilised nooks, corners of libraries, learning spaces or breakout spaces to create sensory-friendly environments. • Aim for breakout spaces that are visually and physically connected to learning areas. • Avoid creating new space solely for sensory amenities or withdrawal. Find existing spaces (or parts of spaces) that can be made suitable through furniture or joinery placement. • Consider alternative, non-property solutions for providing sensory amenities. Consider outdoor spaces, lighting, activities, objects and materials to create sensory environments and activities.

Item	Guidance
Specialist Spaces	• Provide worktops and sinks with knee space underneath and at a suitable height for wheelchair users. In places, mobile bench joinery is acceptable. • Provide fixtures for learning activities that are usable and accessible. • Preserve the ability to easily add to, or convert, furniture and fixtures by providing space in classrooms and having a small number of elements that are adjustable. • In most cases, support from an adult will be acceptable for access to safety features such as master controls for gas, burners, machines.
Outdoor Learning Areas	Look to provide: equitable access between indoor and outdoor learning, access into outdoor learning areas, and accessible benches / built in furniture.
Outlook (windows and glazing)	• Consider rearranging learning spaces to better utilise existing windows with lower sill height for a reasonable outlook to the natural outside environment. Look to support user requirements to access natural daylight or alternatively, reduce their exposure to glare from the natural environment.
Stage in a Hall	If access to a stage is considered a key school space for an individual student, consider the less invasive and costly option between a ramp, an external access route or a platform lift. Access to a stage may be considered a key school space for participation if needed for formal performances to audiences. Stage access is not always necessary for students who participate in performing arts-based activities in spaces that are, or can easily be made, accessible.
Playgrounds	Schools are responsible for all aspects of building, maintaining and upgrading playgrounds. If access to a playground is considered a key school space for an individual student as part of an LSPM project, consider providing access to existing playgrounds at the school. This could include: • installing a ramped path for wheelchair users to access a portion of the playground area, or • high-contrast visual wayfinding for low-vision students to locate and navigate to the playground area, or • providing soft matting to a portion of the playground ground surface to enable wheelchair users to access the area. Providing access to a playground area can support outcomes of inclusion by enabling learners to play in the same area. Providing access to a playground area does not mean making the whole playground area and equipment accessible.



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