

Kingsfield Primary School

A member of the Active Learning Trust



Statement / Policy Summary	
This statement looks at how the school can improve its accessibility arrangements for all members of the community.	
Date ratified:	Spring 2021
Date of review:	Spring 2023

Equalities Impact Statement	
Has this policy fully considered the school's equality objectives and statement?	Yes
Is there any impact upon the school's equality objectives?	Yes –
If 'yes', are these clearly described and their impact assessed?	Positively on the target 2 regarding inclusivity.

1. Introduction

This plan seeks to address the statutory requirements of the Equality Act 2010 and is compliant with the current legislation and requirements as specified in Schedule 10 relating to Disability.

2. Aims

To continue improving all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the school.

At the same time the school is committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are also taking positive action to ensure that the spirit of the Equality Act 2010 continues with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The plan will cover two areas:

1. Curriculum Access
2. Physical and Environmental Access

3. Curriculum Access

For pupils with a disability, this involves expanding the curriculum as necessary to ensure that they are as prepared for life as are the able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, visits and the provision of specialist or auxiliary aids and equipment which may assist the pupils in accessing the curriculum.

4. Physical/Environmental Access

This includes adding specialist facilities as necessary and covers improvements and additions to the physical environment of the school and physical aids to access education.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Health and safety policy
 - Medicines policy
 - SEND policy
 - Behaviour, Discipline & Anti-Bullying policies
 - School Development Plan
 - School website/ prospectus
 - Equality objectives and statement

The school website will make reference to this Accessibility Plan.

If you have a complaint regarding the Accessibility Plan, this should be made following the school's complaints procedure.



Kingsfield Primary School Accessibility Plan: School Year 2021 – 2023

The following areas were identified as part of a site Access Audit held in January 2021

Development area	Targets	Strategies	Desired Outcome	By When & Review
Physical / Environment Access: Approach & Car Parking	To provide clear and easy access on a smooth surface.	Resurface areas of the car park where pot-holes have developed.	Car park resurfacing to ensure all pot-holes are filled.	September 2021
Physical / Environment Access: Approach & Car Parking	To provide clear signage for front access for all users (including include visual, audible and tactile information wherever possible).	New signage for front access to alert wheelchair / buggy users of best approach. Caution / narrow path / keep to path signs. During purchasing of additional signage, to include Braille on sign (audible via barrier to reception contact point). Sign to be added to gate to make this clear.	Visually impaired able to read using Braille. Clearly marked out signs, better channels traffic of pedestrian visitors on approach.	July 2022
Physical/Environment Access: Routes & External Level Change Including Ramps & Steps	Kerbs and edges protected and visible to prevent accidents.	Repaint edges of steps outside classrooms using yellow paint. Repair / replace ramp to Wrap-Around Care building.	Clearly identifiable steps to highlight hazard/prevent risk. Reduce risk of injury.	July 2021

Physical/Environment Access: Horizontal Movement & Assembly	Corridors/passageway/ aisles are wide enough for a wheelchair user to manoeuvre and for other people to pass.	Careful consideration is given for classroom placement of children/staff in Upper KS2 (narrowest corridor) classrooms. Maintain clutter-free environment e.g. coats, bags, packed lunch trolleys etc. Classroom monitors are elected to maintain clutter-free passage ways.	Ease of mobility/passage.	Health and Safety Walks to take place informally each month. Formal walks to be carried out with site team each half-term.
Physical/Environment Access: Horizontal Movement & Assembly	Provide visual and/or tactile clues for orientation.	Consider appropriate signage to alert users/others of ease of passage / expectations. Review of adequate, textured surfaces to assist direction / proximity for users with impaired vision.	Ease of mobility/passage – developed understanding of best practice for users/others to adhere to.	January 2022
Physical/Environment Access: Horizontal Movement & Assembly	Means of escape directional/information signs are visible from both sitting and standing eye levels and large enough to be viewed / understood by all.	Refresh fire exit stickers / signage on classroom doors – add braille signage.	Ease of escape/exit.	July 2021
Physical/Environment Access: Doors	All doors serve a functional / safety purpose.	All door handles need to be checked and tightened where needed.	Ease of mobility/use.	March 2021
Physical / Environment Access: Lavatories	Provide emergency calling system and designated person to respond – operated from floor level of disabled toilet/s.	Fit emergency calling system.	Reduced risk in event of an emergency situation.	April 2021

Physical / Environment Access: Lavatories	Handwashing and drying facilities available within reach of someone seated on the WC	If facilities cannot be added within toilet cubicle, sanitisation options available/resources within reach of user/s.	Increased Independence / reduce risk of infections / germs.	February 2021
Physical / Environment Access: Information	Provide useful information about the building for user/s with multiple impairments	Large-print / braille / audio versions of building information e.g prospectus, tactile plan of the building made available.	Ease of access for users with impairments.	September 2021
Physical / Environment Access: Means of Escape	Provide appropriate facilities to assist evacuation	'Carry chair/s' purchased and stored at appropriate assembly / refuge point. PEEP evacuation plans in place for vulnerable pupils where these are needed.	Ease of evacuation in an emergency situation.	March 2021
Curriculum Access: Use of auxiliary aids or services	Identification and provision of specialist and auxiliary aids / resources.	SEND information available to all staff/shared as appropriate using Provision Map. Implementation and differentiation of curriculum as required in liaison with school SENCO/Inclusion Lead and as per the advice of multi-agencies. For example, use of writing slopes recommended by Occupational Therapists; walkers by physiotherapists, fidget equipment from medical team etc. SEND register maintained and opportunities for CPD utilised.	Ongoing monitoring indicates differentiation in place targeted at disabled / SEN / other nominated pupil. Pupils with medical care plans are well supported.	September 2021

		Medical conditions policy reviewed, updated and disseminated, as are medical care plans.		
Curriculum access: school trips & clubs	Ensure all children / staff with any form of SEND are not precluded from attending extra-curricular trips / clubs led by school.	Reasonable adjustments are made to accommodate level of need e.g. specialist resources, additional risk assessments, extra adults.	High levels of uptake and inclusion are evident from analysis of attendees by EVC Lead.	Monitoring to be completed by September 2021