

# KINGSFIELD PRIMARY SCHOOL

## ACCESSIBILITY PLAN



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Updated: January 2021

Review: September 2024

## **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 policy
- School Development Plan
- School website/ Prospectus
- Equality objectives

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 – 2024

*The following areas were identified as part of a site access audit held in January 2021*

Development area	Targets	Strategies	Outcome	By When & Review
Physical/Environment Access: <b>Approach &amp; Car Parking</b>	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.	July 2021  This has been completed; the car park surface is now much smoother.
Physical/Environment Access: <b>Approach &amp; Car Parking</b>	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  New signage needs to be ordered.

<p>Physical/Environment Access: <b>Routes &amp; External Level Change Including Ramps &amp; Steps</b></p>	<p>Kerbs and edges protected and visible to prevent accidents.</p>	<p>Repaint edges of steps outside classrooms using yellow paint.</p> <p>Repair/replace ramp to Wraparound Care building.</p>	<p>Clearly identifiable steps to highlight hazard/prevent risk.</p> <p>Reduce risk of injury.</p>	<p>July 2021</p> <p>Repairs to ramp have ensured that it is now safe for use.</p> <p>Steps have been painted.</p>
<p>Physical/Environment Access: <b>Horizontal Movement &amp; Assembly</b></p>	<p>Corridors/passageway/ aisles are wide enough for a wheelchair user to manoeuvre and for other people to pass.</p>	<p>Careful consideration is given for classroom placement of children/staff in Upper KS2 (narrowest corridor) classrooms.</p> <p>Maintain clutter-free environment e.g. coats, bags, packed lunch trolleys etc.</p> <p>Classroom monitors are elected to maintain clutter-free passage ways.</p>	<p>Ease of mobility/passage</p>	<p>Health and Safety Walks</p> <p>March 2021</p> <p>Classroom placement has been carefully considered based on the needs of pupils. No current wheelchair users, just one child in a pushchair. Plan in place for this.</p> <p>Lockers are on order and should be in place by <b>July 2022</b>.</p>

Physical/Environment Access: <b>Horizontal Movement &amp; Assembly</b>	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.	July 2022  Access for our regular HI visitors has been considered and planned for. Additional signage required for Braille users.
Physical/Environment Access: <b>Horizontal Movement &amp; Assembly</b>	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  Complete. PEEPs in place for all children needing additional support.
Physical/Environment Access: <b>Doors</b>	All doors serve a functional/safety purpose.	All door handles need to be checked and tightened where needed.	Ease of mobility/use.	March 2022  Doors are purposeful. New doors on order to improve the quality and ease of access in office corridor. Viewing panes to be in all doors.
Physical/Environment Access: <b>Lavatories</b>	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	February 2021  Fire plan in place with Fire Marshalls who check toilets

Physical/Environment Access: <b>Lavatories</b>	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  In place in Accessible toilet facility.
Physical/Environment Access: <b>Information</b>	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 2022  This needs to be completed
Physical/Environment Access: <b>Means of Escape</b>	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  PEEPs in place. Pushchairs are in place for children where this is needed.

<p>Curriculum Access: <b>use of auxiliary aids or services</b></p>	<p>Identification and provision of specialist and auxiliary aids/resources.</p>	<p>SEND information available to all staff/shared as appropriate using Provision Map.</p> <p>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.</p> <p>SEND register maintained and opportunities for CPD utilised.</p> <p>Medical conditions policy reviewed, updated and disseminated, as are medical care plans.</p>	<p>Ongoing monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupil.</p> <p>Pupils with medical care plans are well supported.</p>	<p>September 2021</p> <p>In place and under constant review.</p>
<p>Curriculum access: <b>school trips &amp; clubs</b></p>	<p>Ensure all children/staff with any form of SEND are not precluded from attending extra-curricular trips/clubs led by school.</p>	<p>Reasonable adjustments are made to accommodate level of need e.g. specialist resources, additional risk assessments, extra adults, for example.</p>	<p>High levels of uptake and inclusion are evident from analysis of attendees by EVC Lead.</p>	<p>Monitoring to be completed by February 2022</p> <p>No child is precluded from clubs. Analysis of club update to be carried out <b>February 2022.</b></p>