

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 2024

Date of review:

Spring 2026

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 –
Positively on the
target 2 regarding
inclusivity.

If 'yes', are these clearly described and their impact assessed?

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. Ensuring steps taken to prevent pupils with disabilities from being treated less favourably than other pupils.

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. We are wheelchair accessible throughout the school and have aids for visually impaired pupils.

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 2024 – 2025

The following areas were identified as part of a site Access Audit held in January 2024

Development area	Targets	Strategies	Desired Outcome	By When & Review
Physical / Environment Access: Approach & Car Parking	To provide clear and easy access during all hours of the day.	Lighting is poor when dark, increase lighting needed for darker month.	Increase lighting in areas needed.	Spring 2024
Physical/Environment Access: Routes & External Level Change Including Ramps & Steps	Kerbs and edges protected and visible to prevent accidents.	Repair / replace ramp to WrapAround Care building.	Reduce risk of injury.	Summer 2024
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 KS1 (narrowest corridor) classrooms. Maintain clutter-free environment e.g. coats, bags, packed lunch trolleys etc.	Ease of mobility/passage.	Health and Safety Walks to take place informally each month. Daily walks by SLT and site supervisor to ensure clutter-free environment

		Classroom monitors are elected to maintain clutter-free passage ways.		
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.	Audit fire signage and replace where needed, add braille signage.	Ease of escape/exit.	September 2024
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 2024
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 2024
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 2024
Physical / Environment Access: Means of Escape	Provide appropriate facilities to assist evacuation	PEEP evacuation plans in place for vulnerable pupils where these are needed.	Ease of evacuation in an emergency situation.	Monitored by SLT and SEND team - ongoing

Curriculum Access: Use of auxiliary aids or services	Identification and provision of specialist and auxiliary aids / resources.	<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 multiagencies. 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>Ongoing monitoring indicates differentiation in place targeted at disabled / SEN / other nominated pupil.</p> <p>Pupils with medical care plans are well supported.</p>	Monitored by SLT and SEND team - ongoing
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.	