



KINGSFIELD PRIMARY SCHOOL ACCESSIBILITY PLAN

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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
- SEN policy
- Behaviour, Discipline & Anti-Bullying policy
- School Improvement Plan
- School website/ Prospectus
- Equality objectives (required from April 2012)

The school website will make reference to this Accessibility Plan.

The school's complaints procedure covers the Accessibility Plan.

Kingsfield Primary School Accessibility Plan: School Year 2018 – 2021

The following areas were identified as part of a site Access Audit held in July and September 2018

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Physical/Environment Access: Approach & Car Parking	Car parking clearly marked out, signed and easily found	Repaint white lines & review and add additional signage as required	Parking spaces clearly visible and easily found by visitors	Car park repainted: August 2018
Physical/Environment Access: Approach & Car Parking	To provide clear signage for front access for all users (including include visual, audible and tactile information).	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)	Visually impaired able to read. Clearly marked out signs, better channels traffic of pedestrian visitors on approach.	
Physical/Environment Access: Routes & External Level Change Including Ramps & Steps	Kerbs and edges protected to prevent accidents	Repaint edges of steps outside classrooms (yellow) e.g Year 6 & 4 classrooms. Repair/replace railing outside year 4 classroom (rail covers to protect sharp edges)	Clearly identifiable steps to highlight hazard/prevent risk Reduce risk of injury	

		Additional mobile ramp purchased	Access to mobile library for wheelchair users	
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 – staff are hyper vigilant, too.	ease of mobility/passage	Learning environment monitoring (members of the SMT & Site Manager (September 2018))
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	

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	
Physical/Environment Access: Doors	All doors serve a functional/safety purpose	Year 2 classroom (currently 2SC) door needs to be repaired/replaced as appropriate	Ease of mobility/use	
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	
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	
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	
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	Ease of evacuation in an emergency situation	

		for most vulnerable pupils		
Curriculum Access: use of auxillary aids or services	Identification and provision of specialist and auxillary aids/resouces	<p>SEND information available to all staff/shared as appropriate</p> <p>Implementation and differentiation of curriculum as required in liaison wth 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 oppportunities for CPD established.</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>	-Orange trackers monitored by SENCO & Inclusion Lead (September 2018)

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, for example	High levels of uptake and inclusion are evident from analysis of attendees by EVC Lead.	

Updated: September 2018

Review: September 2021