

Accessibility Plan 2018/19 to 2020/21

Headteacher : Gilly Paterson

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Kibworth CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. The Accessibility Plan will cover a three year period and will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, 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, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include letters home, hand-outs in class and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken annually alongside the review of the Action Plan. It may not be feasible to

undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

- 6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. An item on “having regard to matters relating to Access” will be added to the terms of reference for all governors’ committees at their annual review.
- 7. The school website and prospectus will make reference to this Accessibility Plan.
- 8. The school’s complaints procedure covers the Accessibility Plan.
- 9. The policy will be reviewed by, and the plan monitored through, the Advisory Board’s Learning, Teaching and Leadership Committee.
- 10. The Plan will be monitored by Ofsted as part of their inspection cycle.

Written by: Danielle Marks, Assistant Headteacher /SENDCo

Last reviewed: October 2018

Headteacher: Date:

SEND Governor:Date:

Kibworth CE Primary School Accessibility Plan 2018 to 2021

Improving the Curriculum Access

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|--|--|--|---|
| Training for staff in the identification of and teaching children with specific learning difficulties. | All staff attend appropriate training. Outreach provision from external agencies. | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. | Annual training on a 3 year rota in ADHD, Attachment, Autism Spectrum Disorders, Dyslexia. Annual training in epipens and asthma. | Children are successfully included in all aspects of school life. |
| All extra curricular activities are planned to ensure they are accessible to all children. | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Ongoing | Increase in access to all school activities for all pupils. |
| Classrooms are optimally organised to promote the participation and independence of all pupils. | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school. | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning | Ongoing | Increase in access to the National Curriculum |
| Training for Awareness Raising of Disability Issues. | Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to Access | Ongoing | Community will benefit by a more inclusive school and social environment |
| Ensure all children identified as SEND have appropriate intervention in place according to need. These are identified on year group provision maps (SEN support) and 1:1 (children with EHCPs). | Provision maps for each year group. Individual provision maps for children with EHCPs. | Provision map is up to date and forms a key part of the planning process for all pupils. | Termly each year | Provision maps in place and highlighted to support the needs of individual children. |
| Review TA deployment | In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours. | Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra curricular activities. | Reviewed annually but also as needs arise ..e.g if child needs additional support at lunchtime, staffing is reviewed | Children who need individual adult support to participate in some activities have access to this support. |

Kibworth CE Primary School Accessibility Plan 2018 to 2021

Improving the Physical Access

The school buildings are dated and although all buildings are single storey, access to some areas is limited by steps as a result. We are constantly seeking to improve access as a priority as part of ongoing school development, and will ensure that all new developments are fully accessible.

| Location | Item to Improve Physical Access | Activity | Timeframe | Cost |
|--|---|--|--------------------------|-------------------------|
| Change of use of Y1 toilets to become storage rooms; remaining toilet block in 3RT re-modernised | Ground level entry as before Sinks and dryers at correct height | Re-modernisation of Y1 toilet blocks | Completed August 2018 | |
| New triple mobile KS2 | Ground level entry, disabled toilet facilities | New build | Completed 2016 | Within new build budget |
| Hall extension | Direct access to hall from car park, ramped corridor access via entrance foyer, removal of steps/raised stage area so hall floor all level, new AV equipment | Capital project, increase hall space by over 30% to enable whole school worship and enhanced indoor PE | Completed 2016 | Within new build budget |
| Office and main entrance relocation and refurbishment | Low level security door controls and reception desk for wheelchair users, office relocated so level access (currently steps up from door), greater space and seating in foyer | | Completed 2016 | Within new build budget |
| Disabled parking | Newly located disabled parking space(s) very close to front entrance and direct hall access | Move disabled parking spaces (part of new entrance plans) | Completed September 2016 | Within new build budget |

Kibworth CE Primary School Accessibility Plan 2018 to 2021
Improving the Delivery of Written Information

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|--|--|--|------------------|--|
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LEA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Ongoing | Delivery of information to pupils and parents/carers improved |
| Make available school prospectus, school newsletters and other information for parents in alternative formats. | Review all current school publications and promote the availability in different formats for those that require it. | All school information available for all. School information published on school website and updated regularly. | Ongoing | Delivery of school information to parents and the local community improved |
| Survey parents/carers as to the quality of communication to seek their opinions as to how to improve. | Send out survey to parents regarding quality of communication. | School is more aware of the opinions of parents and acts on this | Annually | Parental opinion is surveyed and action taken appropriately. |

ACCESSIBILITY AUDIT

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary. A mark in the 'N' column indicates that the element should be given consideration in the School Accessibility Plan.

| APPROACH AND PARKING | | | |
|---|---|---|--|
| | Y | N | Notes |
| Is the building within convenient distance of a public highway? | Y | | |
| Is the building within convenient distance of public transport? | Y | | |
| Is the building within convenient distance of car parking? | Y | | |
| Is the route clearly marked/found? | Y | | |
| Is the route free of kerbs? | | N | Kerbs are at road level intervals along Hillside Avenue and pose no access problems. |
| Is the surface smooth and slip resistant? | Y | | |
| Is the route wide enough? | Y | | |
| Is it free of such hazards as bollards, litter bins, outward opening, windows and doors or overhanging projections? | Y | | |
| Is it adequately lit? | Y | | |
| Is it identified by visual, audible and tactile information? | Y | | Visual signage only. |
| Is there car parking for people with reduced mobility? | Y | | |
| Is the car parking clearly marked out, signed, easily found and kept free from misuse? | Y | | |
| Is the car parking as near the entrance as possible? | Y | | |
| Is the car parking area suitably surfaced? | Y | | |

| | | | |
|--|---|--|--|
| Is the route to the building kept free of snow, ice and fallen leaves? | Y | | |
| Is the route level? (ie. no gradient steeper than 1:20 and no steps) | Y | | |

| ROUTES AND EXTERNAL LEVEL CHANGES INCLUDING RAMPS AND STEPS | | | |
|--|---|---|---|
| | Y | N | Notes |
| Is there a ramp, with level surfaces at top/intermediate/bottom? | Y | | Portable ramp available Ramp to EYFS classroom |
| Is it wide enough and suitably graded? | Y | | |
| Is the surface slip resistant? | Y | | |
| Are there kerbs and are there edges protected to prevent accidents? | Y | | |
| Are there handrails to one or both sides? (delete) | Y | | Both |
| If a permanent ramp (or regraded levels) cannot be formed (perhaps to a listed building) is a portable ramp available? | Y | | |
| Are ramps and steps adequately lit? | Y | | |
| Are treads and risers consistent in depth and height? | | | |
| Are all nosings marked and/or readily identifiable? | Y | | |
| Are landings of adequate size and are they provided at intermediate levels in long flights? | Y | | |
| If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? | | | N/A |

| ENTRANCES, INCLUDING FRONT ENTRANCE | | | |
|---|---|---|--|
| | Y | N | Notes |
| Is the door clearly distinguishable from the facade? | Y | | |
| If glass is it visible when closed? | Y | | |
| Does the door when opened permit passage of a wheelchair or double buggy? | Y | | |
| Does it have a level or flush threshold, and a recessed mat well? | Y | | |
| Is there visibility through the door/way from both sides at standing and seated levels? | Y | | |
| Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing? | Y | | |
| Can the door furniture be used at both standing and seated height? | | N | Not into main building – heavy front doors |
| Can it be easily grasped and operated? | | N | Heavy front doors |

| | | | |
|--|---|---|--|
| If the door has a closer mechanism does it have: | | | N/A |
| (a) delayed closure action? | | | N/A |
| (b) slow-action closer? | | | N/A |
| (c) minimal closure pressure? | | | N/A |
| If the door is power-operated does it have visual and tactile information? | | | N/A |
| If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments? | | N | The call button is too high for those in a wheelchair – however, the office is located conveniently to hear a knock at the door and office staff would be able to activate the door release if required. |
| Do lobby layouts enable all users to clear one door before going through the next? | | N | |
| Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels? | | N | |
| Does the lighting installation take account of the needs of visually disabled people? | | ? | |
| Are floor surfaces: | | | |
| (a) slip-resistant, even when wet? | | N | |
| (b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion? | Y | | |
| (c) firm for wheelchair manoeuvre? | Y | | |
| Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion? | Y | | |
| Is any reception point suitable for approach and use from both sides by people in standing and seated positions? | | N | |
| Is it fitted with an induction loop? | | N | |

HORIZONTAL MOVEMENT AND ASSEMBLY

| | Y | N | Notes |
|--|---|---|-------|
| Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass? | Y | | |
| Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision? | Y | | |
| Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre? | Y | | |
| Is turning space available for w.ch. users? | Y | | |
| Do natural and artificial lighting avoid glare and silhouetting? | Y | | |
| Are there visual clues for orientation? | Y | | |
| Do floor surfaces: | | | |

| | | | |
|---|---|---|------------------------------|
| (a) allow ease of movement for wheelchair users? | Y | | |
| (b) avoid light reflection and sound reverberation? | Y | | |
| Do textured surfaces convey useful information for people with impaired vision? | | N | |
| Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision? | | N | |
| Are there tactile signs and information for those with impaired vision? | | N | |
| Is sufficient circulation space allowed for wheelchair users? | | | Dependant on school location |
| Is it maintained clear of obstructions which could create hazards for people with visual disabilities? | | N | |
| Are seating arrangements/spaces suitable for use by people with visual disabilities? | | N | |
| Are all areas for assembly/meeting equipped with an induction loop system? | | | N/A |
| If the use of an induction loop system is precluded is an infra-red system in place? | | | N/A |
| Is the functioning and operation of the induction loop or infra-red system checked regularly? | | | N/A |

VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

| | Y | N | Notes |
|---|---|---|-------|
| Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? | | | |
| Is any level change clearly lit? | | | |
| Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? | | | |
| If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight? | | | |
| Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant? | | | |
| Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20] | | | |
| If a permanent ramp cannot be provided (perhaps a listed building) can a moveable ramp be made available? | | | |
| Where level change is less than a full storey in height is a power-operated system appropriate? | | | |

DOORS

| | Y | N | Notes |
|--|---|---|-------|
| Do the doors serve a functional/safety purpose? | Y | | |
| Can they be readily distinguished? | Y | | |
| If glass, are they visible when shut? | | | N/A |
| Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? | | N | |
| Does the clear opening width permit wheelchair access? | Y | | |
| On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate? | Y | | |
| Is any door furniture/handle at a height for standing/sitting use? | | N | |
| Are door/handles clearly distinguished? | Y | | |
| Can the door furniture/handles be easily operated/grasped? | | N | |
| If door closers/mechanisms' are fitted do they provide the following: | | | |
| (a) security linkage? | | | |
| (b) delay-action closure? | | | |
| (c) slow-action closure? | | | |
| (d) minimum closure pressure? | | | |
| Is door/mechanism function checked regularly? | | | |

TOILET FACILITIES

| | Y | N | Notes |
|---|---|---|------------------------------------|
| Is WC provision made for people with disabilities? | | | Some |
| Do all lavatory areas have slip-resistant floors? | Y | | |
| Are they easy to distinguish by colour contrast from walls? | Y | | |
| Are all fittings readily distinguishable from their background? | Y | | |
| Are all door fittings/locks easily gripped and operated? | Y | | |
| Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles? | Y | | In specific disabled toilets only. |
| Is provision made for wheelchair users? If so: | Y | | As above |
| Is wheelchair approach free of steps/narrow doors/obstructions, etc? | Y | | As above |
| Is the location clearly signed? | Y | | As above |

| | | | |
|---|---|--|----------|
| Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening? | Y | | As above |
| Are the door fittings/locks and light switches easily reached and operated? | Y | | As above |
| Is there an emergency call system and is someone designated to respond? | Y | | As above |
| Can the emergency call system be operated from floor level? | Y | | As above |
| Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? | Y | | As above |
| Are the fittings arranged to facilitate these manoeuvres? | Y | | As above |
| Are hand washing and drying facilities within reach of someone seated on the WC? | Y | | As above |
| Is the tap appropriate for use by someone with limited dexterity, grip or strength? | Y | | As above |
| Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC? | Y | | As above |
| Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? | Y | | As above |

INFORMATION

| | Y | N | Notes |
|--|---|---|-------|
| Is the building equipped to provide hearing assistance? | | N | |
| Does lighting installation of the building take into account the needs of people with visual disabilities? | | N | |
| Is there a tactile plan or diagram of the building? | | N | |
| Are there large-print versions of information about the building/activities available? | | N | |
| Is there 'braille' information available for people with visual disabilities? | | N | |
| Is there an 'audio' version of information about the building available? | | N | |
| Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities? | | N | |
| Are all relevant locations clearly signed? | | N | |

| | | | |
|---|---|---|----------------------|
| | | | |
| | | | |
| MEANS OF ESCAPE | | | |
| | Y | N | Notes |
| Is there a visible as well as audible fire alarm system? | Y | | |
| Are final exit routes as accessible to all, including wheelchair users, as are the entry routes? | Y | | |
| Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? | | N | Not applicable |
| If people with disabilities cannot evacuate from the building independently are designated and signed refuges available? | | N | |
| If refuges are available are they equipped with 'carry chairs'? | | N | |
| Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures? | Y | | |
| Is the evacuation strategy checked regularly for its effectiveness? | Y | | THREE TIMES PER YEAR |
| Are evacuation routes checked routinely and regularly for freedom From combustible Materials/obstacles/locked doors? | Y | | |
| Are all fire warning devices and detectors checked routinely and regularly? | Y | | |
| | | | |
| | | | |

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|---------------------------------|--------|----------|---------|-------|----------|
| Accessibility AUDIT Action Plan | | | | | |
| | | | | | |
| | | | | | |
| Item | Target | Strategy | Outcome | Time | Goal |
| | | | | Frame | Achieved |
| | | | | | |
| | | | | | |