



**Kingsley Primary School**

## **Accessibility Plan**

Reviewed and revised: January 2016

To be reviewed: January 2019 (updated January 2017)

Ratified by Chair of Governors

Signed:  :

Mr I Mills.

## **Accessibility Plan 2016-2019**

### **Section 1 - Vision statement**

This plan demonstrates how the Governors and Staff of Kingsley Primary School are committed to providing overtime 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.

#### **Definitions** (Equality Act 2010)

Disability - "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities". Physical or mental impairment includes sensory impairments and also hidden impairments. 'Substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The EA 2010 definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, where the effect of the impairment on the individual's ability to carry out normal day-to-day activities is adverse, substantial and long-term. The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

A significant number of members of our school community are therefore included in this definition.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## Our Plan

After an access audit was carried out, a three year accessibility plan has been drawn up to cover a three year period. The plan will be updated annually and monitored regularly by the Governing body as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

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; (If a school fails to do this they are in breach of the DDA). 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 hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School website and information pack will make reference to this Accessibility Plan.

The School's complaints procedure will cover the Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

The Plan will be monitored by Ofsted as part of their inspection cycle.

## **Contextual Information**

Kingsley Primary School was originally built in the 1930s with some more modern additions around a grassed quadrangle mainly single storey on three sides and two storey on the other, including an independent suite of rooms accessed by stairs that used to be a caretakers flat and some upstairs meeting rooms and offices. All classrooms are on the ground floor or accessed by a lift and ramps have been installed where there were once stairs to ensure all areas of the ground floor (classrooms, meeting rooms and community areas) are easily accessed. There are 5 disabled lavatories placed throughout the school on the ground floor and a suite of rooms with hoist and hygiene facilities.

There is a 20 place unit which is attached to the school funded by Croydon Council for hearing impaired children with additional needs that can't be met within their local school; these children are on the role of the school.

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Planning area	Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Curriculum Access						
	HI and VI pupils are part of the school must be able to access the curriculum	TOD and TOVI are involved on planning	Equality for HI and VI children is evident to ensure integration and learning with their hearing peers	Training to ensure quality first teaching Deaf awareness training on needs of deaf children	Curriculum AHT with advice from peripatetic VI teacher and PHC staff	Ongoing
	To provide to necessary support and equipment for all children and adults to access the curriculum whatever their individual need	Specialist equipment given out to support children and adults throughout the school	Curriculum access	Maintain the ongoing purchase and provision of equipment	Inclusion team/PHC	Ongoing

		OH SLT and Physio programmes carried throughout the school				
	Continued development and training of staff to enable them to meet the varied needs with the classroom and provide quality first teaching	Regular training for the Inclusion team, the PHC and outside agencies to maintain skills and ensure access	Maintain quality first teaching	Monitor needs and fill gaps	SLT, Inclusion team and PHC	ongoing
	To promote the involvement of disabled students in classroom discussions/activities  To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) Wheelchair access Magnifier/software for the visually impaired Giving	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the	Monitor needs and ensure they are met	SLT Whole school approach	ongoing

		<p>alternatives to enable disabled pupils to participate successfully in lessons</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people</p>	school.			
	To ensure that the medical needs of all pupils are met fully within the capability of the school	<p>Parent interviews, liaise with external agencies, eg school nursing service</p> <p>identifying training needs and establish individual Medical Health Care Plans where needed.</p>	To ensure all MHCP are up to date, easily accessible and reviewed at least annually	Review policy and current provision	<p>SLT</p> <p>Inclusion Manager</p> <p>Class teacher</p>	End of spring term 2016
	Classrooms are organised to promote the participation and	Strategies to support children with SEND (ASD, ADHD,	Pupils with SEND are able to independently access the	Staff training in supporting pupils with SEND – focus	<p>SLT</p> <p>Inclusion Team</p> <p>Whole school</p>	Ongoing

	independence of all pupils	SLCN, dyslexia etc), evident in classes	curriculum alongside their peers	on key areas of need within the school:		
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Planning area	Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Physical Access	Safety during a fire for wheelchair users	First floor containment areas at top of two stair cases	Total fire safety for all members of the school community	Review evacuation procedures for wheel chair users e.g. EVAC chairs	SLT/SBM	January 2017
	Ensure good listening conditions to improve the learning of all children especially those with hearing impairment including glue ear, autism, A.D.H.D and poor attention Ensure good listening conditions to improve the	All classroom have some level of acoustic treatment	Optimum acoustic environment throughout the school	Improve listening environment in year 4/5, classrooms with vinyl flooring, all Halls, year 6 studio, stairwells, year 2/6 withdrawal room and other communal areas see audit	SLT/SBM/PHC	Ongoing programme
		All three halls have fixed soundfield and	Optimum access to speech to ensure learning	Optimal use of the equipment through	PHC and ICT Support to lead	Ongoing

	learning of all children especially those with hearing impairment including glue ear, autism, A.D.H.D and poor attention	the PHC has a portable sound field.		modelling and training Purchase of further equipment more fixed systems in classrooms		
	To develop the understanding of different special needs and managing their learning	Knowledge of the needs of the children	Access for all children	Understanding of the need for good listening conditions and deaf awareness training	Inclusion team and PHC	Ongoing
	Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled parents Arrange interpreters from to communicate with deaf parents offer to read/ a telephone call to explain letters home for some parents who need this	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education	Raise awareness of needs of disabled parents	Whole school team	ongoing

<b>Planning area</b>	<b>Aim</b>	<b>Current good practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Written information	Improve access to a wider range of information about the school	Large print available	Access to written information to all	Survey the community	SLT/Business support	Ongoing
	Clear universally accessible signage throughout the school	Pictorial/tactile/ large print signage around the school	To ensure that all member of the school community are safe	Signage surveyed for visual access and pictorial access	SLT/BS	January 2017

### Section 3 – Access audit – In addition to Essex County Access Audit Checklist

#### Physical Access

Feature	Description	Comment	Action?	Date for action
2 storey building	Lift access to second floor in KS2 All necessary facilities on the ground floor Ramps to replace steps from KS1 to KS2	Require maintenance  Ramps hollow and require appropriate sound proofing	None needed	Tbc
Doors	Wide to give access for wheel chairs Glass panels to give visual access Easy opening handles Key Stage 1 hall doors replaced for easy access	Investigate weight of door and ease of use for wheelchair users poor mobility and limited strength		
Toilets	5 recently refurbished toilets with wheelchair access plus hygiene suite	No action needed		
Corridor access	Corridor painted to provide visual access	No action needed		
Parking bays	2 in staff carpark	Wheelchair access from car park may be a problem	Request advice	
Reception area	Access to staff at an appropriate level for wheelchair users	Canvass members of the community on needs	Governors BS	
Internal Signage	Clear pictorial signage	Advice to be sought on any necessary upgrades	SBM	
Emergency escape routes	All hearing impaired member of the school community have access to a fire pager system  Compliant lighting and emergency lighting throughout the school except in Nursery and part of Reception	Regular maintenance and possible upgrade needed  Fully compliant lighting and emergency lighting throughout the school in Nursery	PHC staff	

	<p>Wheelchair refuges have been constructed at top of both of existing KS2 stairs and new KS2 stairwell and improved community access</p>	<p>and part of Reception</p> <p>Fire escape for wheel chair users on KS2 top corridor, investigate evacuation chairs for staircases</p>		
Acoustics	<p>All classrooms per year group including nursery and resource bases with acoustic treatment</p> <p>Poor acoustics in many areas around the school making them noisy and distressing to some children.</p>	<p>Plan acoustic treatment in other areas of the school.</p> <p>Investigate improvement of listening conditions in year 4/5 corridors</p> <p>Investigate measures to improve acoustics in corridors and bathroom areas, hollow ramps, banging doors</p> <p>KS1 hall (Y1/2/3 studio space) KS2 hall, KS2 stairwells especially original ones, Year 6 studio, Sports hall (Old hall), Y 2/6 group room (next to the medical room) to have appropriate acoustic treatment to reduce the background noise levels</p> <p>Minor alterations to improve acoustic environment in all classrooms especially in classrooms with vinyl flooring, e.g. more soft furnishing, floor covering, table mats, rubber chair covers</p>		
Listening access	<p>Fixed Sound fields in all halls and portable sound fields available for</p>	<p>Maintenance and upgrade of provision especially microphones for productions should be considered</p>	SLT/IT	

	<p>hearing access</p> <p>All HI children who require it have personal listening devices – Phonak MLX or Roger</p>	<p>Investigation of soundfields in classrooms</p> <p>Continue the upgrade to current Personal Listening device stock to Roger</p>	<p>Croydon Sensory Support Service</p>	
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**Curriculum Access**

	<p>School supported by Primary Hearing Centre to meet the needs of hearing-impaired children to facilitate access to the curriculum, including school on outings and during school journeys</p> <p>Inclusion policy</p> <p>Hearing impaired children in after school provision</p> <p>SEAL integrated into the curriculum</p> <p>Place2Be</p> <p>High level of ICT around school enabling access, with netbooks/laptops in all year group hubs</p> <p>Appropriate ICT support programmes</p>			
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	<p>for children and parents</p> <p>Parent workshops to increase parental confidence and ability to support their children at home</p> <p>TA in all classes, supporting children according to need</p> <p>PSA support to meet individual pupils needs</p> <p>Pupil Premium Grant used to support achievement and attainment for vulnerable children, in a variety of ways which are analysed for impact</p> <p>Behaviour mentor</p> <p>English support (in addition to PPG provision)</p> <p>Qualified sports coaches to increase participation in sport both curricular and extracurricular.</p> <p>Extra curricular activities to appeal to a wide range of interests, aimed at increasing children's life experiences</p> <p>Visual access to school documentation as appropriate</p>			
Emotional wellbeing	Place 2 Be Calm room available to whole school			

**Written Information**

	School Information available in large print on request  BSL trained staff on site to aid communication with deaf people	Investigate the needs of our community	Governors SLT PHC	
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