



KINGSTONE ACADEMY TRUST
APPROVED DOCUMENT

Accessibility Plan

Relevant School/s:	Kingstone and Thruxton Primary School
Policy Officer:	S Fisher and B Hall
Approval:	Delegated
Date of Review:	March 2017
Next Review:	Annually
Distribution:	Public, on website

KTPS Accessibility Plan

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.

1. Key Objectives of the Accessibility Plan

- **To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.**
- **To provide resources that meets the needs of the individual student and supports them towards developing independence.**
- **To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability**

2. Scope of our Plan

This plan addresses the requirements of the Equality Act 2010 and refers to individuals who are disabled (both current and prospective) in a wide sense, including those with special educational needs, and with temporary or permanent physical disability. It also deals with access issues for disabled staff and visitors.

Students falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, asthma and progressive/degenerative conditions.

This accessibility plan takes into account whether students with a disability have an impairment which affects normal day-to-day activity in one or more of the following ways:

- 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.

Should increased access be identified, then KAT will identify the action it intends to take to increase access for those with a disability. This will be in two key areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

This will be published and evaluated annually.

3. Operational Considerations

3.1 Temporary and Permanent Needs of Students

Existing and emerging health needs of existing students are closely monitored and arrangements for individualised support are developed in consultation with their parents and medical or other appropriate professionals. Short term mobility needs are considered and guidance and help given as appropriate.

3.2 Staff Recruitment and the Needs of Existing Staff

Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's Equalities Policy and Recruitment Policy. The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where new health needs are identified for existing staff, the appropriate staff are informed and every effort is made to support the staff member and promote their safety and well-being. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully. Short term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

3.3. Education

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Staff work hard to meet the needs of all students with regards to accessing the curriculum and are supported by the Senior Leadership Team all aspects of school life. Each student is viewed as an individual, supported in their progress towards as fully as independent and achieving future, as possible.

3.4 Involvement of disabled students, staff, parents and other users of the school

For students with a Statement of SEN or those with an EHCP, the views and aspirations of disabled students are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the student's point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting.

This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

4. Access Audit

An Access Audit will inform Academy Management of issue to be action immediately or planned for in the medium to long term. The Access Audit is a working document.

KAT ACCESS AUDIT CHECKLIST: A - APPROACH and CAR PARKING

KAT ACCESS AUDIT CHECKLIST: B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

KAT ACCESS AUDIT CHECKLIST: C – ENTRANCES, INCLUDING RECEPTION

KAT ACCESS AUDIT CHECKLIST: D – HORIZONTAL MOVEMENT AND ASSEMBLY

KAT ACCESS AUDIT CHECKLIST: E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

KAT ACCESS AUDIT CHECKLIST: F – DOORS

KAT ACCESS AUDIT CHECKLIST: G – LAVATORIES

KAT ACCESS AUDIT CHECKLIST: H – FIXTURES AND FITTINGS

KAT ACCESS AUDIT CHECKLIST: I – INFORMATION

KAT ACCESS AUDIT CHECKLIST: J – MEANS OF ESCAPE

Date of Plan: February 2017

This Plan is a working document and will also be formally reviewed every 3 years.

Kingstone and Thruxton Primary School Accessibility Plan		
Objective	Actions	Timescale
Ensure reference to the Accessibility Plan is made in relevant documents.	Inclusion of appropriate text in School Handbook, SEND Policy.	On-going with Policy updates
Continual monitoring of the needs of students to ensure future refurbishment work benefits students with physical disabilities.	If needs are identified, seek advice on appropriate design features. Identified needs to be addressed in the Accessibility Plan.	On-going.
A - APPROACH and CAR PARKING	To investigate visual, audible and tactile information.	Short to medium term as part of a whole school information provision audit.
B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS	Assess whether a handrail needs to be provided.	Short term – site team to assess.
	Identify appropriate visual/tactile information sources.	Short to medium term as part of a whole school information provision audit.
C – ENTRANCES, INCLUDING RECEPTION	Assess the need for an induction loop.	Short to medium term as part of a whole school information provision audit.
	Create a tactile map of the school.	Short to medium term as part of a whole school information provision audit.
D – HORIZONTAL MOVEMENT AND ASSEMBLY	Increase signage around the school	Short term
	Investigate the use of textured surfaces to convey useful information for people with impaired vision.	Short to medium term as part of a whole school information provision audit.
	Improve direction or information signs for those with impaired vision?	Short term
	Assess the need for a hearing loop to be installed in reception.	Medium Term
	Check whether telephones are/can be fitted with inductive loop couplers?	Medium term

	Assess whether a minicom would support people with hearing disabilities?	Medium term
E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE	Improve signage (visual and tactile) to the lift.	Short term
F – DOORS	Undertake a full audit of all doors and closure systems. Assess if handles need to be repositioned for smaller children.	Short term
G – LAVATORIES	Improve signage to lavatories	Short term
H – FIXTURES AND FITTINGS	Improve signage to all relevant locations?	Short term
I – INFORMATION	Improve provision of information throughout the building. Assess if hearing assistance is required Obtain advice on developing a tactile plan of the building? Assess which information and documents need to be in a large-print versions Explore the need for 'braille' or 'audio' information for people with visual disabilities Investigate staff training in communication with people with physical and sensory disabilities?	Short to medium term as part of a whole school information provision audit
Ensure reference to the Accessibility Plan is made in relevant documents.	Inclusion of appropriate text in School Handbook, SEND Policy.	To be done with immediate effect.
Continual monitoring of the needs of students to ensure future refurbishment work benefits students with physical disabilities.	If needs are identified, seek advice on appropriate design features. Identified needs to be addressed.	On-going.