

Kingsclere CE Primary School



Accessibility Plan Autumn 2022

At Kingsclere CE Primary School we actively promote a positive, inclusive ethos and respect for the individual, and differences between individuals. The school is committed to ensuring that all pupils are able to access the same educational opportunities regardless of disability or SEN. We also seek to enable adults with disabilities, who work in the school or use our facilities, to do so with as much ease as possible.

Our Accessibility Plan is a 3-year plan designed to ensure that we continue to review and improve accessibility for children, visitors, parents/carers and staff. It reflects the schools' ethos of inclusion and is focussed on 3 key areas: the physical environment, curriculum and communication. The Accessibility Plan should be read in conjunction with other plans and policies including the SEND Information Report, Inclusion Statement, Behaviour Policy, Teaching and Learning Policy, Health and Safety Policy and the Equality Objectives. It will be reported upon annually in respect of progress and outcomes.

Within the document, we have shown in the action plan which parts of the accessibility plan are a priority for this year (2022 – 2023) based on the present needs of our pupils, their families, volunteers and staff. The action plans for 2023 – 2025 will need to be reviewed based on School Improvement Plans, future budget setting and the needs of pupils, families, volunteers and staff at the end of this academic year.

The Physical Environment

Current Position	Priorities for 2022 - 25
The school Reception Area is accessible to wheelchair users with a lowered desk. There is an induction loop available on request. Access to this area requires assistance for wheelchair users as the two doors require hooking open. The door open outwards into the wheelchair user and therefore obstruct access.	<ul style="list-style-type: none"> ➤ Signage to alert hearing loop to be made more visible ➤ Install electric accessible doors using a push button at a low level allowing doors to open into the building and therefore ease of access
As most of the school is on ground level, most of the rooms are accessible to wheelchair users from internal door. Externally there is a ramp to the library, Holly Class and the main school entrance. The doors at the main school entrance and double doors to the library need to be held open with hooks and therefore a wheelchair user is likely to need assistance to access the building. The single door to the library has a push bar to open and is heavy to maneuverer, this does not have a hook to be held open. Holly Class door holds itself open but a wheelchair user would need assistance to access this from the outside as the handle is high from the base of the ramp. There are railings to support access.	<ul style="list-style-type: none"> ➤ Consider installing electric accessible doors using a push button at a low level allowing doors to open into the building and therefore ease of access
External doors to all corridors and communal areas (library and hall) have 'mag-locks' to support entry. This is for the safety of those inside the building, vulnerable pupils / building users are unable to leave the building from these areas without a code	<ul style="list-style-type: none"> ➤ n/a
The school has one accessible toilet situated near to the Reception Area. This toilet is used by visitors and for pupils who have medical needs. This room is also used as the medical room, including a medical bed which is motorised and a shower.	<ul style="list-style-type: none"> ➤ n/a.
There is no designated accessible parking space via painted lines however, a laminated sign has been	<ul style="list-style-type: none"> ➤ Consider paint work to the carpark to identify the space more visually.

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created and attached to the fencing to identify the space. This runs parallel to a newly laid pathway, offering a wider opening for doors to a vehicle.	➤ Install permanent signage with nationally recognised symbols
Electric panels to the School external gates are placed at an accessible level for wheel chair users.	➤ n/a
Most pathways around the school grounds are flat to support wheelchair users accessing playgrounds / areas within the school grounds near to the building.	➤ Consider a railing for sloped pathways e.g., along infant classrooms at rear of building)
External classroom doors and the hall all open onto flag stones with a raised step. This is not easily accessed by a wheelchair user without assistance. Many flagstones are loose and require re-aligning.	➤ Re-cement all loose external flag stones ➤ Consider ramp exit to more classrooms
The external doors to the hall have a push bar to open and are heavy to maneuverer. They do not have a hook to be held open to support ease of access. These doors open onto a flag stone raised step (see above).	➤ Consider ramp exit
The school has a swimming pool that is used in the latter summer months as part of the curriculum. There are steps to gain access to the physical pool and shed changing rooms.	➤ Consider installing a hoist to support wheelchair users to access the pool should the need arise ➤ Consider route planning to changing in the accessibility toilet / external changing facilities to be considered should the need arise
External steps to Maple class have a handrail on either side. The steps are steep and can be slippery if wet	➤ Consider external support in next steps – to replace or resurface (steps can be used as a fire exit)

The Curriculum

Current Position	Priorities for 2022 – 25
Our school provides a balanced and broad curriculum which is accessible to all children. There is a current focus on resources to ensure the Equalities Act is being considered e.g., use of RADE resources.	<ul style="list-style-type: none"> ➤ Through annual curriculum reviews ensure materials are carefully selected to avoid stereotypes and bias ➤ Further development on Inclusion and Diversity within the curriculum as part of the BDID Partnership ➤ Increase external visitors to include parents / carers to broaden understanding of different needs ➤ Increase external visitors / visits to alternative religious venues e.g., Mosque and Synagogue
Access to our wider curriculum enrichment activities e.g., visits, residential and after school activities is considered and included within risk assessments and all pupils, volunteers and staff needs are considered when planning.	➤ Continue to review the curriculum enrichment e.g., through evaluation of trips, to ensure accessibility for all
Liaison with external services and agencies regarding individual pupils needs e.g. physical, sensory, behavioural, speech and language, emotional & implement adaptations to support as appropriate	<ul style="list-style-type: none"> ➤ Continue to work in partnership with external agencies including EMTAS, PBS, Inclusions wherever appropriate ➤ Purchase of specific resources, including staffing, to support pupil needs
Transition arrangements: YR – Collaboration takes place between school staff and pre-school/nursery settings & parents / carers to support understanding and analysis of needs for children starting school Y6 – During the Summer Term Y6 staff and Inclusion Leader/SENDCO will liaise with secondary schools regarding pupils starting Y7 the following September. In year transfers – school staff liaise as appropriate with the feeder / leaver school as necessary to fully understand needs as required.	➤ Continue to collaborate with pre-school/nursery & secondary schools to ensure that information is shared and transition is as smooth as possible for pupils



Communication

Current Position	Priorities for 2022 - 25
There is an internal hearing loop upon request.	<ul style="list-style-type: none"> ➤ Improve signage to inform visitors / staff of loop availability
Information is relayed to parents / carers in a variety of ways that can be altered to support accessibility: <ul style="list-style-type: none"> ➤ Weduc posts are accessible on tablets / desktops to enable users to increase text size ➤ Colours of website chosen with visually impaired in mind to allow for ease of reading ➤ Website and Weduc allow for language translation ➤ Weduc functionality allows for reminders to be set up to support parents/carers with processing difficulties 	<ul style="list-style-type: none"> ➤ Further engagement with parents / carers for whom English is not their first language to ensure they do not miss vital communications (use of EMTAS support) ➤ Evaluate current processes with parents / carers with differing needs to better tailor the user experience

Action Plan – 2022 - 2025

	Target	Strategies	Timescale	Responsibilities	Success Criteria
September 2022 – August 2023	To ensure safe access to the building via classroom external door	<ul style="list-style-type: none"> ➤ Relay loose flagstones 	Summer Term 2023	DT	External classroom access will be safe for all users
	To install hooks to enable doors to remain open if accessing	<ul style="list-style-type: none"> ➤ Purchase and install hook to both doors 	Spring Term 2023	DT	Doors are safer to use for those with accessibility needs and risk of injury is managed
	To ensure the curriculum is accessible to all pupils and provides a rich understanding of the Equalities Act and accessibility needs	<ul style="list-style-type: none"> ➤ Annual curriculum review by teaching staff and subject leaders ➤ Development of the BDID Partnership ➤ Continued liaison with RADE & EMTAS 	Annually ongoing from Autumn 2022	SLT and Curriculum committee to oversee Subject leaders to include within action planning & curriculum review	Our Curriculum will enable fair access and understanding for all
	To ensure all external trips and visits provide accessibility to all	<ul style="list-style-type: none"> ➤ Evaluation of trips to include accessibility and equality understanding 	Annually ongoing from Autumn 2022	Classteachers – EVOLVE Evaluation	All enrichment activities will ensure accessibility and inclusivity of all
	To ensure curriculum accessibility and support is appropriate for all pupils through liaison with external services	Continue to seek external support for pupils with additional needs	Annually ongoing from Autumn 2022	Inclusion Leader/SENDCO Classteachers	All pupils will have appropriate access to the children with support from external agencies where appropriate
	To ensure transition remains smooth for all pupils through success communication with feeder and leaver schools	Continue to seek external support from pre-school/nursery or secondary schools for pupils with additional needs	Annually ongoing from Autumn 2022	Inclusion Leader Classteachers	All pupils will have appropriate access to the children with support from pre-school/nursery or secondary schools where appropriate

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	Target	Strategies	Timescale	Responsibilities	Success Criteria
September 2023 – August 2024	To ensure signage for hearing loop is clearly visible	<ul style="list-style-type: none"> ➤ Develop signage in Reception Area to alert users to the Hearing Loop ➤ Inform parents / carers of hearing loop within Weduc communication 	Spring 2024	KM/JM	All visitors and users of the building will be aware of the Hearing Loop availability
	To install signage to designated accessibility parking space	<ul style="list-style-type: none"> ➤ Purchase permanent signage to be attached to fencing ➤ Office staff to instruct users to the space if available upon arrival ➤ Staff when booking visitors to check accessibility arrangements as appropriate 	Spring 2024 Ongoing Ongoing	LD – source DT – fixtures Office staff All staff	Accessibility users are aware of designated parking space
	To review communication systems with parents / carers to ensure accessibility needs are being met	<ul style="list-style-type: none"> ➤ Working party 	Autumn 2023	SLT / Office	All visitors, parents / carers and staff will be able to access communication systems as appropriate to meet their needs

	Target	Strategies	Timescale	Responsibilities	Success Criteria
September 2024 - August 2025	To ensure safe and accessible use of external steps from Maple Classroom if need is established	<ul style="list-style-type: none"> ➤ Seek external advice (Property services & Fire team) 	Autumn 2024	LD	Safe use of external stairs will be established
	To ensure access to building via Reception is suitable for wheelchair users if need is established	<ul style="list-style-type: none"> ➤ Remodel entrance area to the front of the school building (consider current HTs office as entrance) Install electronic doors that open inwards to the waiting area ➤ Remodel Reception office area to ensure accessibility for all users 	2024 – 2025 dependant on pupil, families and volunteers needs and budget	LD – to enquire costs & budget plan, liaise with Diocese and LA, LD/BS - source funding/grants	The reception area is welcoming and accessible to all users
	To ensure accessible toilet is usable for those that require assistance getting on / off the toilet if need is established	<ul style="list-style-type: none"> ➤ Removal of shower unit ➤ Remodel the internal layout of Reception / cupboard / office / toilets to make better use of space and enable ease of access 	2024 – 2025 dependant on pupil, families and volunteers needs and budget	LD – to enquire costs and budget plan, liaise with Diocese and LA, LD/BS - source funding/grants	The reception area, Offices, toilet areas are welcoming and accessible to all users
	To install a hoist to access swimming pool if need is established	<ul style="list-style-type: none"> ➤ Install hoist to swimming pool 	2024 – 2025 dependant on pupil, families and volunteers needs and budget	Office / caretaking staff as required	Access to the swimming pool is available to all

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Date Approved by Governors: February 2023

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