



# Kingswood Accessibility Plan

January 2021 to January 2024

CHASING HORIZONS

*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. Kingswood Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan 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; (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 and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist 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 visual 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.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. 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.



An Access Audit was carried out by the Headteachers and Premises Officers on 31st January 2020. A number of recommendations were made as follows.

NB: If a pupil with a disability is given a place at Kingswood Primary School, any adaptation will be made to accommodate pupil need.

### Action Plan A – Improving Physical Access (Kingswood Lower Site)

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Access to the Year 1 and 2 playground via the external balcony	Not currently accessible to pupils and staff. Local Authority health and safety assessment completed and works to remain under review.  Mezzanine level. This is accessible from the ground floor or via the lift to the ground floor and via doors at the end of the reception corridor onto the balcony. Ensure play equipment is accessible on the balcony	As and when required	
2.	Access to teaching rooms on the lower ground floor (Intervention room, Music Room, SENP rooms and Calm Space)	Not currently accessible Music lessons/ SENP sessions to be taught in classroom Mobile instruments and resources to be brought to the classroom	As and when required	
3.	Access to the boys and girls toilets on the lower ground floor (by music and SENP rooms)	Not currently accessible Use accessible toilets on the ground floor (by the lift)	As and when required	
4..	Access to the top hall for assemblies/ performances, PE and workshops	Via lift, accessible from the ground floor	As and when required	

5.	Access to classrooms and teaching rooms on the top floor	Via lift, accessible from the ground floor	As and when required	
6.	Access to boys and girls toilets on the top floor	Via lift, accessible from the ground floor	As and when required	
7.	Access to the therapy room (level above the top floor)	Not currently accessible Use accessible learning spaces on the ground floor/ first floor (accessed via lift) for therapy sessions	As and when required	
8.	Access to the adult toilets near therapy room (level above the top floor)	Not currently accessible Use accessible adult toilets on ground floor (at end of reception corridor or near photocopy room)	As and when required	
9.	Access to the Reading Support Room (along Year 1 corridor)	Via lift, accessible from the ground floor	As and when required	
10.	Access to the Year 1 playground	Not currently accessible Access the year 1/2 playground from the ground floor or via the lift to the ground floor and via doors at the end of the reception corridor onto the balcony. Ensure play equipment is accessible on the balcony	As and when required	
11.	Access to boys and girls toilets at the end of the Reception corridor (ground floor)	Not currently accessible Use accessible toilets on the ground floor (by the lift)	As and when required	
12.	Access to the Reception playground	Accessible via 2x reception classrooms which lead directly to the reception playground. Ensure exit route is clear/ accessible	As and when required	

13.	Access to the Reception balcony area (above Year 1 playground)	Not currently accessible Access outdoor learning via 2x reception classrooms which lead directly to the reception playground. Ensure exit route is clear/ accessible	As and when required	
14.	Access to areas of learning accessed via stairs in 2x reception classrooms (current Magpie and intervention classrooms)	Not currently accessible Ensure all areas of learning, activities and resources are available in the classrooms at ground floor level	As and when required	
15.	Access to the PPA Room and Finance and HR rooms (The Tower)	Staff to have access to an accessible room with ICT facilities	As and when required	Use of mobile ICT equipment.
16.	Access to Finance, ICT Technician and Extended Services Managers room	Staff/ visitors to have access to an accessible room with ICT facilities	As and when required	Use of mobile ICT equipment.
17.	Steps/ different levels in Year 1 and 2 playground	Highlight steps to mark level transitions	As and when required	
18.	Steps/ different levels in Nursery playground	Highlight steps to mark level transitions	As and when required	
19.	Steps/ different levels in Reception playground	Highlight steps to mark level transitions	As and when required	

### Action Plan A – Improving Physical Access (Kingswood Upper Site)

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Use of the PPA room (annex above the top floor)	Members of staff to have access to suitable ICT facilities to conduct their work in another room, e.g. office, resources, library, classroom.	As and when necessary.	Use of mobile ICT equipment.

2.	Access to classrooms (top and middle floor)	Pupils and adults have access to suitable classrooms for everyday learning. Use ground-floor classrooms for any class that includes a member of staff or pupil with mobility difficulties.	As and when necessary.	Use of another room.
3.	Access to ICT facilities	ICT suite is on the top floor. Children and staff to have access to suitable and effective ICT equipment (laptops and iPads) on the ground floor.	As and when necessary.	Use of mobile ICT equipment.
4.	Access to the SHINE lab	Not currently accessible. Ensure that as much of the equipment as possible is transportable so that science lessons can take place in classrooms.	As and when necessary.	Use of mobile resources.
5.	Access to the music room	Not currently accessible. Adapt the provision of lessons to ensure that equipment can be used on the ground floor, either in the hall or in classrooms, e.g. ukuleles can be transported.	As and when necessary.	Use of mobile resources.
6.	Use of staff room facilities	Members of staff to have access to tea and coffee making facilities and cooking facilities for breaks and lunches.	As and when necessary.	Sink and kettle available in the office on the ground floor. Support from colleagues to heat food in the staff room or school kitchen.
7.	Access to the halls for assemblies, PE and workshops	Use the ground floor hall when needed to by a pupil or member of staff with mobility difficulties. Avoid middle and top halls where necessary.	As and when necessary.	Use of another hall.
8.	Access to boys' toilets on the ground floor	Small number of steps from internal door. Use external entrance if needed as level with the ground.	As and when necessary.	Use an alternative entrance and exit.

Please note that there is an accessible staff toilet on the ground floor and accessible girls' toilets on the ground floor. The boys' toilets on the ground floor require a small number of steps to be climbed from the inside but are accessible from the outside.

There are three access points to the building on the ground floor that do not use any steps (Swift class, girls' toilets and through the ground floor cloakroom) and there are no steps from the school gates to these access points.

The kitchen and dining hall for children are on the ground floor and are fully accessible from the classrooms and a number of entrances on the ground floor.

Please note that there are four floors at Kingswood Upper Site with four flights of stairs to the middle floor, eight flights of stairs to the top floor and a further flight of stairs to an annex where the PPA room is located. Substantial adjustments would need to be made to the building as a whole to make the middle and top floors fully accessible. In the intervening period, reasonable adjustment is made to ensure that the same facilities are available for all pupils and members of staff by utilising ground floor facilities and moving equipment and resources to the ground floor when needed.

Kingswood Upper Site Current Accessibility (Ground Floor)

Kingswood Upper Site Current Accessibility (Middle Floor)

Kingswood Upper Site Current Accessibility (Top Floor)

## Action Plan B – Improving Curriculum Access

Ref	Target	Strategy	Outcome	Achievement	Timeframe	Responsibility	
						PFT	School
1	Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and access to the Curriculum.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available	School activities are accessible to all disabled pupils	Ongoing		All staff/ Inclusion Team
2	Train staff and pupils in the use of Makaton signing	<ul style="list-style-type: none"> <li>Annual Staff Training</li> <li>Signs of the week introduced to all staff in morning briefing and introduced to pupils in weekly assemblies</li> <li>Signs of the week displayed around the school.</li> </ul>	Pupil and staff are able to communicate using Makaton competently	Pupil and staff are able to communicate using Makaton competently	Ongoing		Inclusion team with support from freelance S&LT

3	Classrooms are 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	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Increase in access to the Curriculum	Start of each year	Support with purchase of certain resources	Teaching Staff with support from Inclusion Team
4	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	Community will benefit by a more inclusive school and social environment	Ongoing		SLT & Inclusion Team
5	Use of aids and resources to support pupils in accessing the curriculum	Invest in resources such as visual time tables, books with different colour pages, etc.	pupils able to access the curriculum and make progress in their learning	Pupil progress discussions involving progress of pupils who require aids/specialist	Start of each year & then ongoing		Teaching Staff with support from Inclusion Team

## Action Plan C – Improving the Delivery of Written Information

Ref	Target	Strategy	Outcome	Achievement	Timeframe	Responsibility	
						PFT	School
1	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	Delivery of information to disabled pupils improved	Ongoing		Office/SLT/Inclusion team
2	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Delivery of school information to parents and the local community improved	Ongoing		Office/SLT/Inclusion team

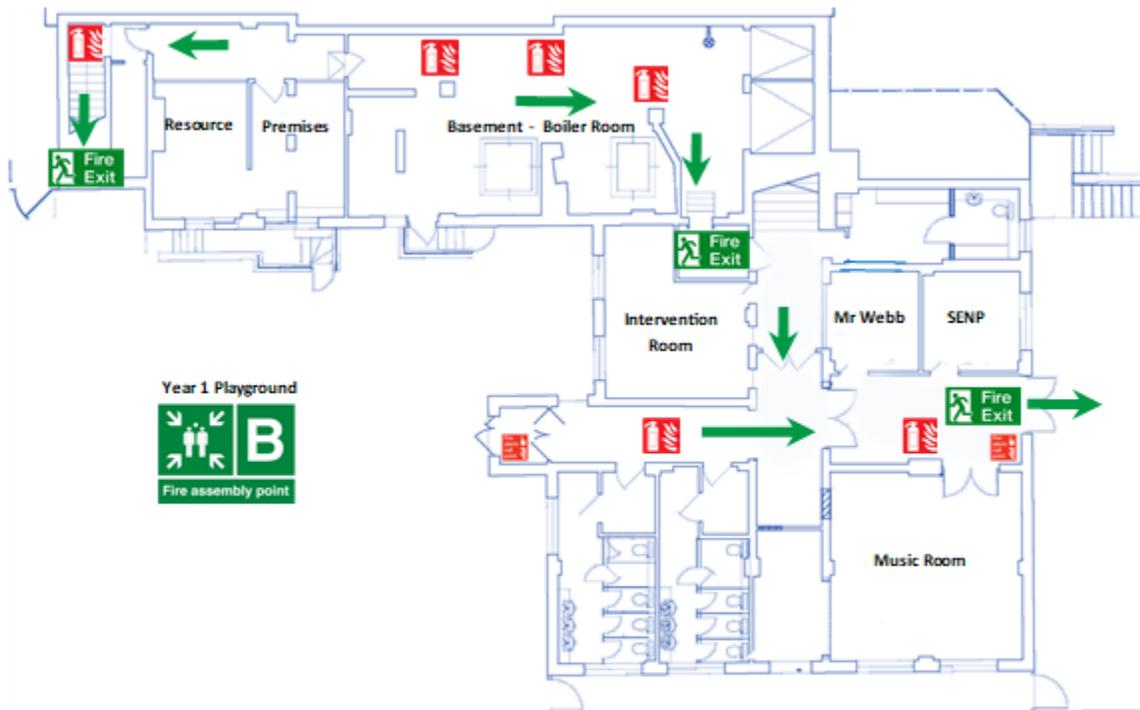
3	Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All relevant school information available for all who request it	Delivery of school information to pupils & parents with visual difficulties improved.	When necessary	Support with purchase of certain resources	Office/SLT/Inclusion team
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**The following pages are Kingswood Primary Schools (Lower Site and Upper Site) Fire Escape Plans**

# LOWER GROUND FIRE ESCAPE PLAN

Kingswood Primary School  
Lower Site

1. LEAVE BY NEAREST MARKED FIRE EXIT
2. ASSEMBLE IN PLAYGROUND AT DESIGNATED POINT



You are here



Refuge Point



Escape Route



Fire Exit



Fire Extinguisher

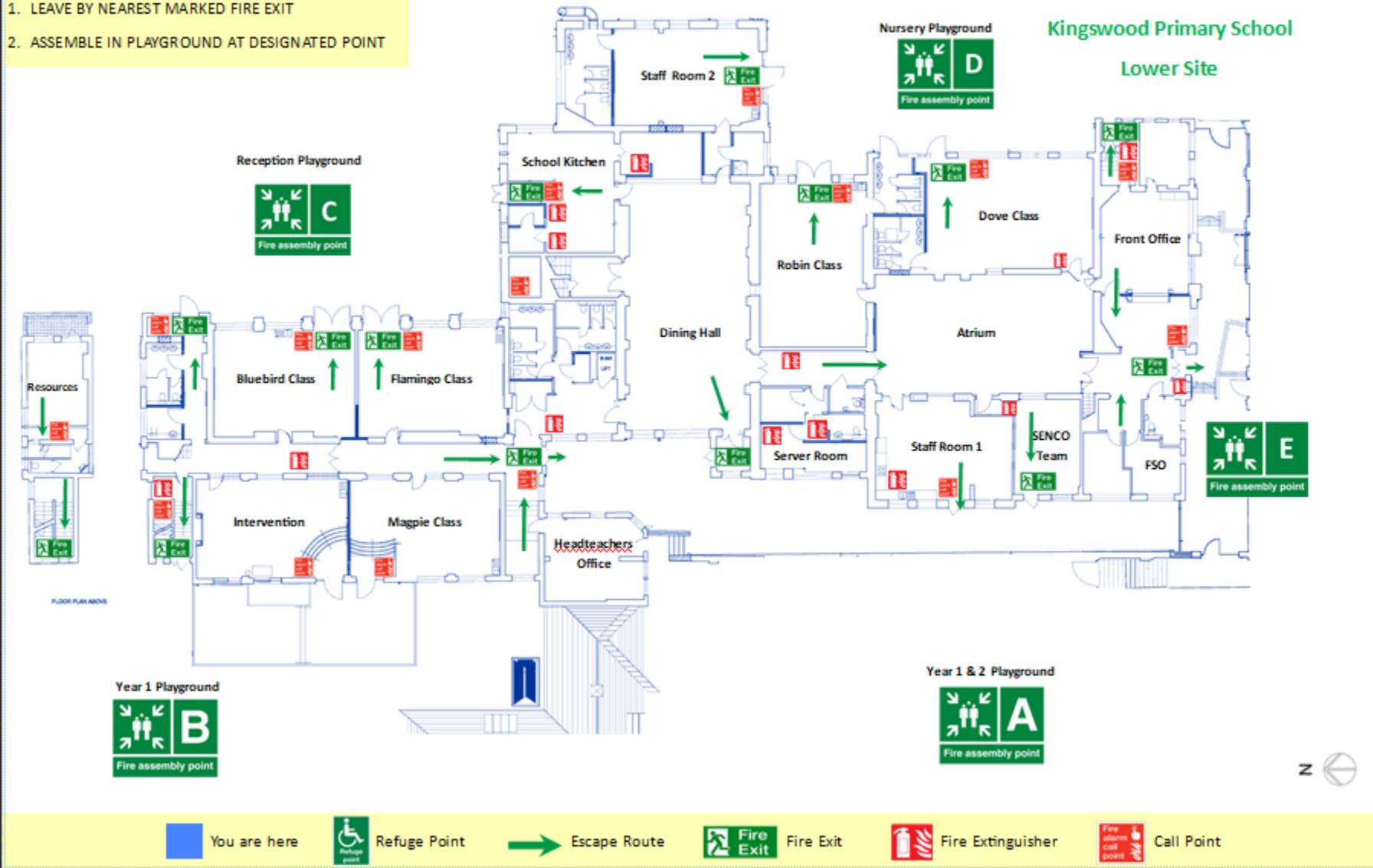


Fire alarm call point

Call Point

# GROUND FLOOR FIRE ESCAPE PLAN

1. LEAVE BY NEAREST MARKED FIRE EXIT
2. ASSEMBLE IN PLAYGROUND AT DESIGNATED POINT

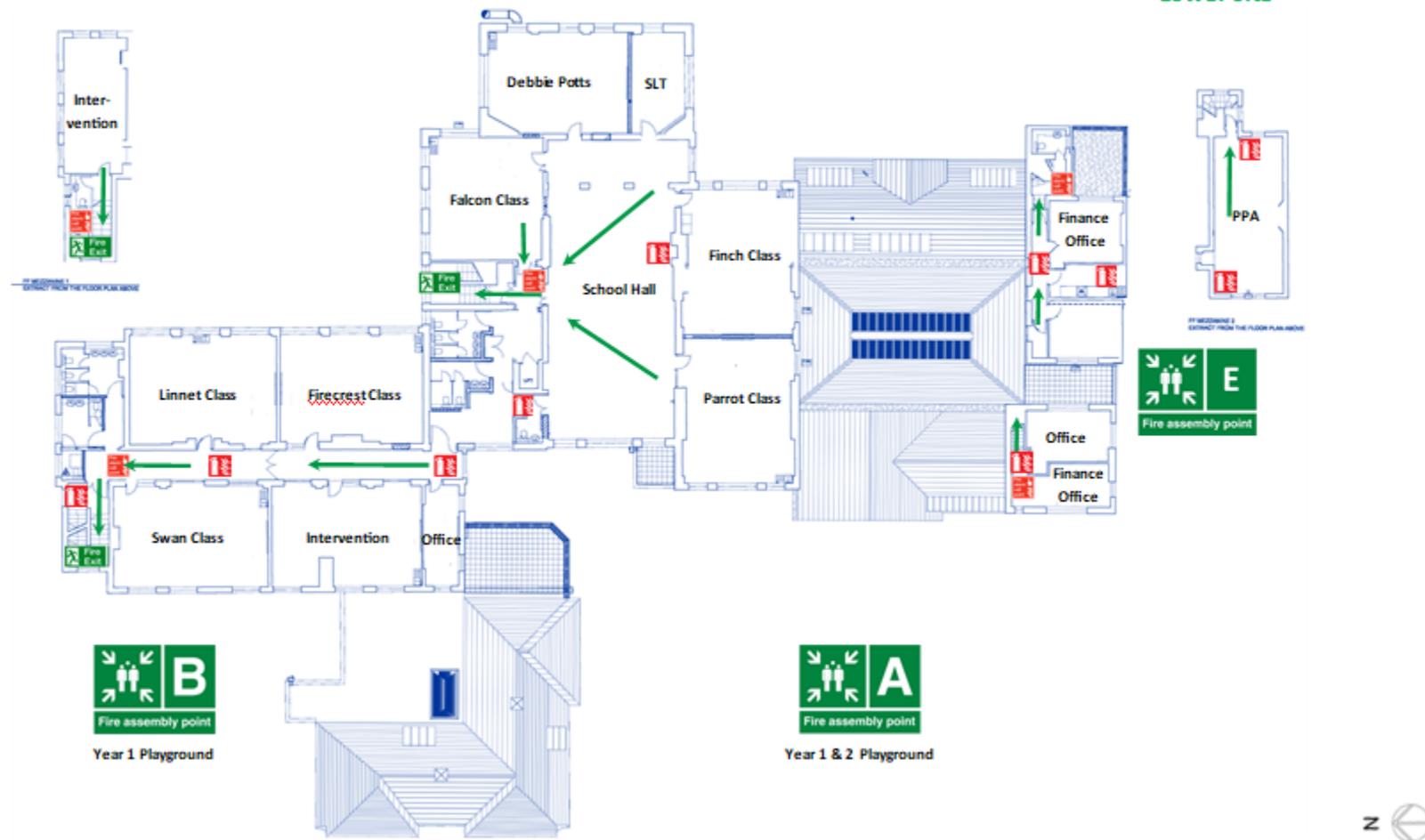


# FIRST FLOOR FIRE ESCAPE PLAN

1. LEAVE BY NEAREST MARKED FIRE EXIT
2. ASSEMBLE IN PLAYGROUND AT DESIGNATED POINT

Kingswood Primary School

Lower Site



You are here

Refuge Point

Escape Route

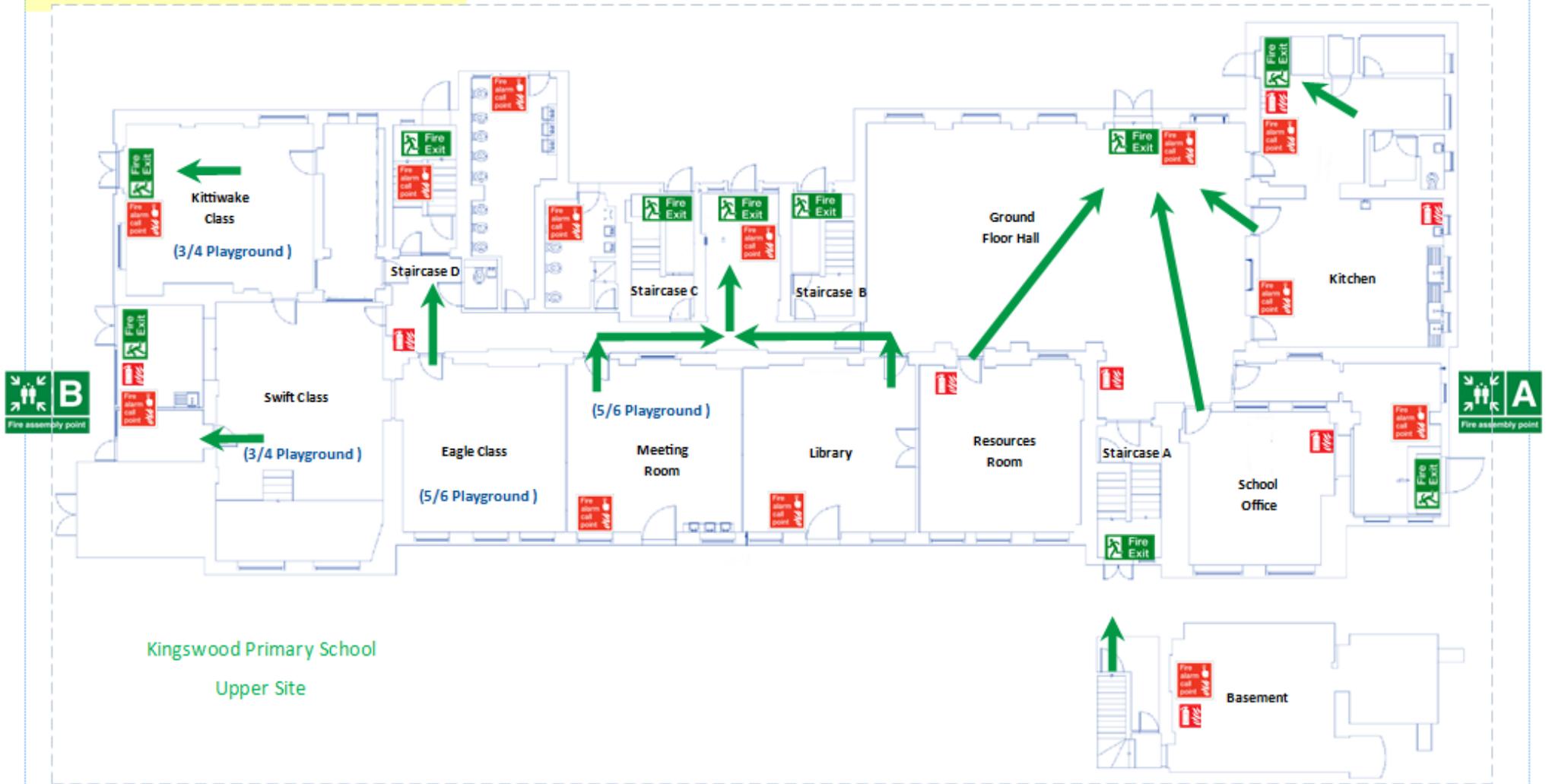
Fire Exit

Fire Extinguisher

Call Point

# GROUND FLOOR FIRE ESCAPE PLAN

1. LEAVE BY NEAREST MARKED FIRE EXIT
2. ASSEMBLE IN PLAYGROUND AT DESIGNATED POINT

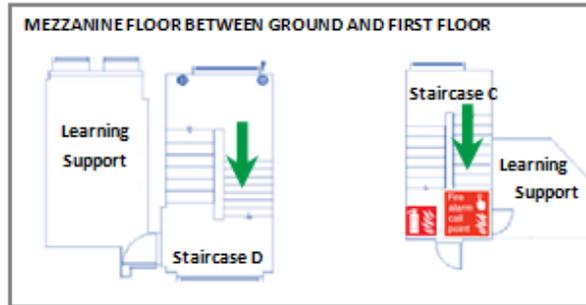


 You are here     Escape Route     Fire Exit     Fire Extinguisher     Fire alarm call point



# FIRST FLOOR FIRE ESCAPE PLAN

1. LEAVE BY NEAREST MARKED FIRE EXIT
2. ASSEMBLE IN PLAYGROUND AT DESIGNATED POINT



Kingswood Primary School  
Upper Site

