



GREENWOOD ACADEMIES TRUST

**Accessibility Plan for**  
**Kingswood Primary**  
**Academy**

## Introduction

*Improving the physical environment of academies to enable those with disabilities to take better advantage of education, benefits, facilities and services provided*

1. This Accessibility Plan has been drawn up in consultation with the Greenwood Academies Trust Board, pupils, parents, staff and Advisory Councillors of the Academy and covers the period from March 2017 – March 2020.
2. We are committed to providing a fully 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.
3. The Greenwood Academies Trust (GAT) plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to all of our sites. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:
  - a. Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
  - b. Increase access to the curriculum for pupils with a disability, expanding 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 Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled pupils in accessing the curriculum.
  - c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include hand-outs, timetables, textbooks and information about the Academy and its events. The information will be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New Action Plans will be produced every three (3) years.
5. We acknowledge that there is a need for on-going awareness raising and training for staff, Trustees and Advisory Councillors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:
  - SEN and Disability Policy
  - Admissions Policy
  - Pupil Behaviour and Exclusions Policy
  - Every Child Matters

- Organisation of Pupil Learning
- Education Brief
- Academy Improvement Plans
- Academy Brochures
- Asset Management Plan

7. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health and Safety Team. 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 be reviewed prior to the end of each three year plan period in order to inform the development of the new Plan for the following period.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and Advisory Council committees will contain an item on 'having regard to matters relating to Access'.
9. The Academy Brochure will make reference to this Accessibility Plan.
10. The Academy's Complaints Procedure covers the Accessibility Plan.
11. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).
12. The Plan will be monitored through the Academy Advisory Council. Each Council will produce a termly report on progress against the plan for the GAT F&GP.
13. The Academy will work in partnership with all stakeholders in developing and implementing this plan.
14. The Plan will be monitored by Ofsted as part of their inspection cycle.

## **Resources**

Building Bulletin 102: Designing for disabled children and children with special educational needs.

Building Bulletin 103: Area guidelines for Mainstream Schools

Approved Document M

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/540330/BR\\_PD\\_AD\\_M1\\_2015\\_with\\_2016\\_amendments\\_V3.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540330/BR_PD_AD_M1_2015_with_2016_amendments_V3.pdf)

Gov.Uk Fire Safety Risk Assessment- Escape for Disabled People

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/422202/9446\\_Means\\_of\\_Escape\\_v2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf)

LABC Building Regulations in Practice - Accessible Toilets by David Spooner

<http://www.gedling.gov.uk/media/documents/planningbuildingcontrol/LABCAccessible%20Toilet%20Diagram%20and%20Advice.pdf>

## Action summary

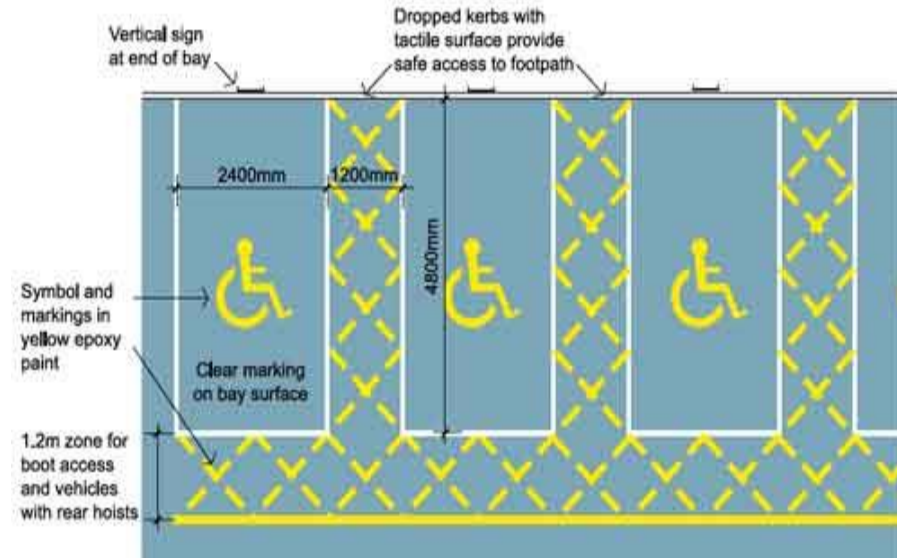
No	Issue	Legislation	Action	Responsible Person	Completion date
1.	<p>Access into the new schoolhaus is non-compliant with Building Regulations in the following areas:</p> <ul style="list-style-type: none"> <li>a. Landing platform is 1.2m x 1.8m (2.16m<sup>2</sup>) but this is reduced once the door is open to 1.2m x 0.81m (0.972m<sup>2</sup>) which creates a risk of a wheelchair user rolling backwards down the slope/ramp when trying to open the door.</li> <li>b. no handrails to slope/ramp or steps,</li> <li>c. Steps and risers are not highlighted</li> </ul> <p><b>Approved Doc M states:</b>  <b>1.23:</b> wheelchair users need adequate space to stop on landings, to open and pass through doors without having to reverse into circulation routes or to face the risk of rolling back down slopes.</p> <p><b>1.32</b> many ambulant disabled people find it easier to negotiate a flight or steps than a ramp and, for these people, the presence of handrails for support is essential</p>	Approved Documents B, K and M, DfE BB102	<ul style="list-style-type: none"> <li>a) Recommend door and panel are swapped over so that when the door is opened, there is reduced risk of a wheelchair user rolling back down the ramp/slope</li> <li>b) Recommend handrails are installed to both sides of the steps and ramp/slope. Handrails should be:               <ul style="list-style-type: none"> <li>1. continuous across flights and landings</li> <li>2. easy to grip, and should provide good forearm support for those unable to grip, coated where necessary to ensure they are not cold to the touch,</li> <li>3. extend a minimum 300mm beyond the top and bottom step and have closed ends.</li> <li>4. easily distinguishable from the background through the use of good visual contrast</li> </ul> </li> <li>c) Changes in levels to steps and risers leading to the Schoolhaus should be clear to help visually impaired people identify the location of the steps. Steps &amp; stairs require slip-resistant edge marking in a contrasting colour. Marking should extend the full width of the step, be 55mm wide on the edge of the tread&amp; top of the riser and comply with all relevant standards/guidance e.g. Equalities Act, Approved Documents and British Standards. A permanent solution e.g.</li> </ul>	The Principal	19.07.17

No	Issue	Legislation	Action	Responsible Person	Completion date
			self-coloured slip-resistant GRP is preferable to paint as it is more durable and reduces the need for on-going maintenance.		
2.	The ramp (approx. 1 in 7), at the side of the reception class has no railings and is not slip resistant. It is used as a general access route by parents and pupils and also forms part of the emergency escape route from that side of the building.	Approved Documents B, K and M and DfE BB102	The pedestrian ramp and requires alterations to comply with accessibility (Approved Document M) and fire safety ( Approved Document B2)  Recommend that: <ul style="list-style-type: none"> <li>Until work to improve is carried out the pedestrian ramp is made out of bounds to mobility or visually impaired people at all times.</li> <li>The emergency evacuation plan should be revised to take account of this.</li> </ul> (Inform parents via the Newsletter)	The Principal	31.08.17
3.	Early Years external playground requires adaptations to ensure it can be used by mobility and visually impaired people.	Equality Act 2010	The slope/ramp in the playground can be adapted to provide a suitable learning/play environment however any alterations must take into account accessibility for mobility or visually impaired people. (Inform parents via the Newsletter)	The Principal	31.08.17
4.	Communication box at entry to the school grounds is set at 1300mm above the ground which is too high for wheelchair users.	Equality Act 2010	Request that office staff monitor the front gate for visitors unable to reach the call panel. In the long term recommend the control is repositioned to a height of no more than 1200mm from ground level. There is nothing specific in ADM with regards to intercoms but I'd say between 750 and 1200 (same as for ticket machines in car parks, which share the same characteristics see ADM 1.16d)). Section 2.21g has provisions for	The Principal	31.08.17

No	Issue	Legislation	Action	Responsible Person	Completion date
			controls for powered doors, which could also be used as a guideline. Incidentally 400mm is the minimum height for sockets).		
5.	Designated accessible parking spaces are not marked within the car park. (ADM 1.16)	Approved Document M	Have accessible parking marked out within the car park at a point closest to the entry door. See picture one below for measurements.	The Principal	09.06.17
6.	The accessible toilet by the office requires some alterations to become compliant.	Approved Document M	The following adjustments are required: <ul style="list-style-type: none"> <li>• Flush lever to be changed for a paddle type lever to enable users with limited dexterity to flush the toilet (a user should be able to flush using a hand, an elbow, or any other part of the body. Some people do it with their chin).</li> <li>• Grab rails should be repositioned at 650mm from ground level (currently set at 900mm)</li> <li>• Change the grab rails or paint the wall so that there is a difference in Light Reflectance Value (LRV) of at least 30 between both surfaces</li> <li>• Install grab rails to both sides of the basin. (See Picture 2)</li> </ul>	The Principal	09.07.17
7.	Threshold to final exits doors from main hall and into playground from main corridor are raised. Changes in floor levels are not easily seen by visually impaired users and can result in trips and falls.	Approved Document M Health and Safety at Work etc. Act	Consideration should be given to levelling the threshold, in the interim highlight thresholds to ensure that there is sufficient contrast i.e. difference in LRV of at least 30 between the threshold and the background to provide warning to visually impaired users	The Principal	Highlight change in height immediately. Lower threshold when funding allows
8.	No accessible toilet available for primary age	Building	As and when required, consider installing	The	As and when

No	Issue	Legislation	Action	Responsible Person	Completion date
	children	Bulletin 77	<p>accessible toilets suitable for the age range. Accessible toilets in primary schools must be age appropriate. The requirements are detailed below:</p> <p>KS1 (early years 7)</p> <ul style="list-style-type: none"> <li>• WC with seat height between 300-350mm.</li> <li>• Grab rail height to 100-150mm above the seat height and 300-350mm from the centre of the seat,</li> <li>• Basin fixed at 500mm above floor level.</li> <li>• All vertical grab rails at 800mm centres above floor (assuming 600mm grab rail) and at 400-450 centres from the basin</li> </ul> <p>KS2 (7-11yrs)</p> <ul style="list-style-type: none"> <li>• WC with seat height between 420-430mm.</li> <li>• Grab rail height to 100-150mm above the seat height and 350-400mm from the centre of the seat</li> <li>• Basin fixed at 700mm above floor level.</li> <li>• All vertical grab rails at 800mm centres above floor (assuming 600mm grab rail) and at 450-500 centres from the basin</li> </ul>	Principal	required
9.	There is no hygiene room currently available. In a primary school this should contain a fixed/mobile hoist, a changing bed, space for assistants to change a pupil and an accessible WC (unless this is included in an adjacent accessible toilet).	Building Bulletin 77	There is an area with a shower in Early Years that could be changed in use if and when a hygiene room was required, although some additions such as a seat would need to be added. Further consideration would need to be given to providing a hygiene room for KS2 pupils as and when required.	The Principal	As and when required

**Picture 1.**



**Picture 2**





## **Physical accessibility**

## Mobility Impairment



### Circulation routes

Someone who does not use a walking aid can manage to walk along a passage way less than 700mm wide, but just using a walking stick requires greater width than this; a minimum of 750mm. A person who uses two sticks or crutches, or a walking frame needs a minimum of 900mm, a wheelchair user and an ambulant person side-by-side need 1500mm width.

There is level access into the academy from the front and rear of the building.  
Car park surface is even with no pot-holes Inspection chamber covers and service inspection chambers are flush with the surface.  
Pedestrian gates or entrances onto the grounds have a min clear opening width of 850mm

### COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm  
Threshold is accessible (does not impede wheelchair access)  
Means to open the doors or doors are automatic  
Emergency exit (green button) fitted to the inside  
Reception lobby is wide enough to accommodate a wheelchair and companion.  
Counter: appropriate width & height, with adequate knee recess

### Classrooms

Some classrooms have a final exit with a ramp for ease of exit in an emergency. If required, these rooms can be used instead of those without a ramp.  
Access routes around the classroom are suitable for a wheelchair user.

### Accessible WCs

Accessible WC(s) available for staff use. There is sufficient manoeuvring space outside the door and within the WC for wheelchair to turn around.  
The tap is located on the corner of the washbasin nearest to the toilet and hand soap and hand towels can be reached from the toilet to allow a user to clean their hands before leaving, thus not soiling their equipment.  
The ceiling pull switch is located so that it can be operated from the toilet and from an adjacent floor area, the switch has two G pulls, one set at a height between 800 - 1000mm and the other set 100mm above floor level.

## Visual Impairment



### LIGHTING AND CONTRAST

Lighting is suitable and sufficient

Light sources do not create unnecessary shadows (shadows can create optical illusions)

Glare is avoided from shiny or glossy surfaces

Light levels through different rooms and levels are equal

Walls, floors and doorways are of contrasting colours.

Colour scheme is simple and number of colours used is limited

Sockets, switches and door-handles are of a contrasting colour

### CIRCULATION ROUTES

A blind person using a long cane or with an assistance dog needs a walkway measuring at least 1100mm. A visually impaired person who is being guided needs a width of at least 1200mm.

The height above walkways is unobstructed.

## Hearing Impairment



Fixed hearing loop is available at reception.

Visual alarms such as beacons are mounted at a minimum height of 2.1m from floor level, in a position that is likely to attract attention

Visual alarms (beacons) are in use in where those with hearing impairment might be alone, such as accessible toilets.

## **Curriculum Accessibility**

Equal Opportunities practises should be evident in:

- The formal curriculum (the programme of lessons)
- The informal curriculum (extra-curricular activities)
- The hidden curriculum (the ethos of the school, SMSC, the quality of personal relationships etc.,)

No.	Issue	Action	Responsible Person	Completion date
1.	Ensure that all children have access to the curriculum regardless of their disability.	<p>Adaptations to activities, where necessary, to enable every child in a class to access them.</p> <p>Embed teaching and learning strategies that enable children with specific learning difficulties and speech and language difficulties to access the curriculum (e.g. visual and kinaesthetic resources, task lists, support materials etc)</p> <p>Refer to and take advice from external agencies about provision for specific children.</p> <p>Visual timetables and support materials provided for children with ASD or attachment difficulties.</p> <p>Support materials available for children with visual impairment</p>	<p>SENCo</p> <p>Teachers</p> <p>TAs</p>	On going
2.	Ensure TAs have access to specific training on disability issues.	<p>Audit TA training needs and inform professional development process.</p> <p>Work with TAs through PDRs to develop their specific skills. TAs to have access to relevant CPD courses each year.</p> <p>TAs to have relevant access to training on disability issues affecting children they work with.</p>	<p>Principal</p> <p>SENCo</p>	On going

<i>No</i>	<i>Issue</i>	<i>Action</i>	<i>Responsible Person</i>	<i>Completion date</i>
3.	Ensure school trips are accessible to all.	<p>Ensure trips comply with advice found in the Health and Safety on Educational Visits Policy.</p> <p>Develop guidance for staff and parents on making trips accessible.</p> <p>Work with parents and trip destination staff to ensure access, and make appropriate plans.</p> <p>Ensure risk assessment includes accessibility issues.</p> <p>When organising a trip the school will take into account accessibility for all children in the group.</p> <p>Alternative arrangements for children who cannot access some aspects of the trip will be made where possible.</p>	Principal / All Staff OVC Staff organising the Educational Visits	On-going On-going By Need On-going By Need
4.	Review PE Curriculum to make PE accessible to all	<p>Gather information on accessible PE and Disability PE Co-ordination.</p> <p>Invite disabled sports people in whenever possible. Review PE curriculum to include disability sports where appropriate.</p> <p>Seek advice from PE specialists regarding disabled children.</p>	SENCo PE Co-ordinator	On-going By Need
5.	Raise awareness of disability equality issues and review all curriculum areas to include disability issues.	<p>Ensure a range of disabilities are represented in curriculum resources, displays etc.</p> <p>Ensure disability issues are discussed with the children across the curriculum and in assemblies.</p> <p>Promote disabled achievement and participation in the community e.g. Para Olympics.</p> <p>Seeking opportunities to get people in and/or raise awareness through international/national media</p>	SENCo PE Co-ordinator	On-going On-going

## Written Information

<i>No</i>	<i>Issue</i>	<i>Action</i>	<i>Responsible Person</i>	<i>Completion date</i>
1.	Ensure academy information materials are accessible.	Seek advice re: making information accessible. Ensure information is in plain English etc. and ensure it explicitly welcomes disabled children and those with SEN. Provide alternative formats for access where needed. Posters for Support in place around academy (Access Support, Family Support, Pupils Support)	Principal Principal	On going On going