



Kings Cliffe Endowed School Accessibility Plan

SUMMARY

This Accessibility Plan covers the period from November 2013 to November 2016 and has been drawn up in consultation with staff and governors of the school. As feedback on the Plan is received from pupils (via the school council), parents (response to newsletters) or other interest parties (via web-site) it will be updated as appropriate as part of the review process.

This Plan incorporates three Actions Plans (one for each of the key aspects of accessibility) which are based on audits of current provisions.

It must be noted that are financial and operational implications of many of the actions within the attached Action Plans and it may not be possible to achieve all the proposed actions within any particular year or within the term of this Plan. Some items will therefore roll forward into subsequent Plans.



DEFINITION

For clarity a person is defined as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

POLICY

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, 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.

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

PLAN BASIS

This Action Plans detail the changes we intend to adopt over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Action Plans deal with three areas:-

- To improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- To 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 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

To improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

PLAN DISTRIBUTION

In order to encourage constructive comment and criticism of the Plan it will be published on the school web-site and brought to the attention of staff, pupils and parents via the school newsletter in the first term of each year.

PLAN REVIEW

The Plan will be redrawn every three years with the relevant audits being revisited prior to the end of each three-year period in order to inform the development of the new Plan for the following. An interim review of the Plan may be undertaken where appropriate to take into account feedback received or to incorporate new legislation/regulation.

Action Plans are reviewed and adjusted annually.

PLAN MONITORING

Adoption of the Plan and progress in the implementation of the Action Plans will be monitored by the "Finance and Premises" and "Curriculum" Committees as appropriate. The Terms of Reference of the "Finance and Premises" Committees already requires that Committee "To contribute towards Accessibility Planning.

In order to improve and formalize monitoring of the Plan the following changes are targeted – these targets will be reviewed annually along with the Action Plans:-

As Committee Terms of Reference are reviewed a requirement to "having regard to matters relating to Accessibility" will be added.

The curriculum aspects of the Plan are monitored by the Curriculum Committee - a specific item "Accessibility" will be added to the standard agenda for that Committee's meetings.

The physical aspects of the Plan are monitored by the Finance and Premises Committee - a specific item "Accessibility" will be added to the standard agenda for that Committee's meetings.

As curriculum policies are reviewed, a section relating to access will be added.

In addition the Plan will be monitored by Ofsted as part of their inspection cycle.



Kings Cliffe Endowed School

ACCESSIBILITY AUDIT – PHYSICAL ENVIRONMENT

UNDERTAKEN MARCH 2014 – Joan Cunningham and Andrea Fern

BACKGROUND SUMMARY

As part of the Accessibility Plan an Accessibility Audit (Physical Environment) needs to be undertaken to inform the relevant Action Plan.

AUDIT BASIS

The aim is improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education. The school is required to ensure that disabled pupils, staff and visitors do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

The Audit needs to recognise limitations imposed by the site including the buildings' listed nature. Recommendations are to be categorised under three headings -

SHORT TERM (Within 12 Months) - generally items with a low resource requirement and cost and/or relating to a H&S Issue and/or be deemed to be of high importance.

MEDIUM TERM (Within 3 Years) – items which are subject to resource/finance availability

LONG TERM (unknown Timescale) – Items that require extensive resources/finances and/or where the practicality of the item is unproven



EXTERNAL ENVIRONMENT

Access Report Ref:	Item/Description	Finding	Recommendation	Recommended Timescale
1	Accessible car parking – Available and signed in accordance with Part M standards	Designated Disabled Parking Space located in School Car Park	Not applicable	N/A
2	Access Routes clearly signed with disabled people in mind	Not applicable to size of external environment	Not applicable	N/A
3	Pedestrian access – sloped pavement access into school grounds and playground	A sloped pavement improving access to and from the playground has made this more accessible for wheel chairs and less congested for other users.	Dropped kerbs either side of main vehicle entrance have been provided.	N/A
4	External Play and Sports facilities to allow access by and be useable by all pupils	Ramp into playground.	Not applicable	N/A



RECEPTION/MAIN ACCESS

Access Report Ref:	Item/Description	Finding	Recommendation	Recommended Timescale
5	Access – main access point to be accessible to wheelchair users	<p>A movable ramp is available to allow access for wheel chairs through the office entrance area.</p> <p>It is recognised that this arrangement is not conducive to independent wheelchair access.</p> <p>However due to building layout restrictions here is insufficient space to fit a permanent ramp.</p>	Long term consider building re-arrangements to provide permanent ramped access as building changes are developed.	LONG
6	Entry Communication system to assist visitors to call for assistance	A door entry communication system is installed	Not applicable	N/A
7	Reception Desk to have counter heights and standard height and wheelchair access height (800mm) and counter to allow facilities knee-space under.	Meets requirements	Not applicable	N/A



GENERAL CIRCULATION

Access Report Ref:	Item/Description	Finding	Recommendation	Recommended Timescale
	Wheelchair users to be able to access all areas without experiencing barriers such as:-			
8	Stairs	Steps to Reception Class which are now fitted with handrail – not practicable to fit ramp.	Not applicable	N/A
9	Steps	A ramp has been installed to allow access between the main school building and the school mobile. Thought had gone into defining a route around the school with the use of the ramp – this is a convoluted route but the nature of the building offers no alternative	Not applicable	N/A
10	Reduced Width Doorways	Some internal doors have been widened to aid better access. All door widths to the toilet area allow wheel chair access.	Not applicable	N/A
11	Handrails are installed in appropriate places - colour-contrasted to both sides of staircases	Fitted	Not Applicable	N/A
12	Step edges are painted in bright colours and non-slip.	Painted Yellow	Not Applicable	N/A



SANITARY FACILITIES

Access Report Ref:	Item/ Description	Finding	Recommendation	Recommended Timescale
13	Accessible W.C.s provided to suit number of disabled occupants and located so as to avoid long journeys by disabled occupants to visit facilities.	One Compliant Disabled WC – there are currently no wheelchair users	Not applicable	N/A
14	Adapted wash basins to be provided at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	Yes	Not applicable	N/A
15	Accessible Shower facilities to be provided	No showers	Not applicable	N/A

COMMUNICATION FACILITIES

16	Induction loops to be provided at Reception and elsewhere as necessary.	No Induction Loops provided	Provide portable induction Loop	Medium
17	Light switches, power outlets and emergency alarm buttons to be at wheelchair accessible height.	Yes	Not applicable	N/A



EMERGENCY FACILITIES

Access Report Ref:	Item/Description	Finding	Recommendation	Recommended Timescale
18	Emergency exit routes to be easily accessible by disabled people.	All pupil escape routes avoid steps/stairs	Individual emergency evacuation procedure to be put in place for any pupils/staff/visitors with physical or sensory disabilities. All staff to be aware of these and copies retained in the head's office	Immediate
19	Emergency Alarm systems to be suitable for all pupils (including SEN) – possibly including visual and audible components	No visual sounders		

ACOUSTICS

20	Background noise reduction considered for hearing impaired pupils:- <ul style="list-style-type: none"> • Acoustic treatments • Control of noise generating sources 	No record of this having been a problem	Review on on-going basis	Ongoing
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SPECIAL LEARNING EQUIPMENT AND FURNITURE

21	Suitable Furniture, enhanced IT systems, sound field systems etc to be available to meet the needs of disabled pupils to enable all pupils to carry out all activities	From experience and previous/current pupils, Individual Education Plan and Transition Meeting identifies what is required. The school adapts/addresses and provides whatever is needed. Example one past pupil visually impaired – black out blinds fitted/bespoke equipment purchased so could work on a tilted desk etc.	Review as part of IEP's	Ongoing
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FINISHES

Access Report Ref:	Item/ Description	Finding	Recommendation	Recommended Timescale
22	Consideration of whether décor/signage could be considered confusing or disorientating to pupils with visual impairment, autism or epilepsy	In the past increased font size (36pt). Currently have autistic children and no problems identified	Review on on-going basis	Ongoing

SPATIAL PLANNING

23	All internal spaces (including teaching, sport, social facilities and hall to have size/layout to allow access by all pupils	This is achieved as practicable as possible within the Building Constraints	Not applicable	N/A
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LIGHTING

24	All pupil accessible areas to have appropriate lighting. Areas to be well lit without distracting glare and flicker.	Yes	Not applicable	N/A
25	Consideration given to any special requirement for enhanced task lighting.	If required for a specific need would be addressed	Review on on-going basis	Ongoing

GENERAL

26	Advice sought from disabled users and others on disabled access.		Invite other users for their comments on disabled access Invite wheelchair user to visit the site and advise on access	Ongoing
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ITEMS NOTED DURING AUDIT

With the school being within a rural environment & very limited number of pupils with accessibility issues – each case is very different and the IEP clearly identifies what is needed and the school to date have done everything that is reasonably practicable to meet pupil's requirements.





Kings Cliffe Endowed School Accessibility Plan 2013 – 2016 Action Plan 2 - Improving Access to the Curriculum

ACTION PLAN BASIS

To 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 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.

In order to assess any changes required an Accessibility Audit was undertaken in November 2013 and a number of recommendations made. These recommendations are scheduled below:-



Target	Strategy	Outcome	Timeframe	Achievement
Ensure appropriate training for staff who teach children with a hearing impairment.	Liaise with Hearing Impaired Service	All staff clear understanding of the needs of hearing impaired children and how too ensure the curriculum is fully accessible to them.	Ongoing	Hearing impaired children successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASC and other specific learning difficulties.	Relevant staff attends appropriate training. Outreach provision from external agencies	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with ASD are successfully included in all aspects of school life.
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	All pupils have access to the National Curriculum.
Training for Awareness Raising of Equality Issues.	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to access	Ongoing	Community will benefit from a more inclusive and accessible provision.



Target	Strategy	Outcome	Timeframe	Achievement
Ensure all children on SEN list have a provision map in place.	Provision maps for all children.	Provision map is up to date and forms a key part of the planning process for all pupils.	Ongoing	Provision maps in place and highlighted to support the needs of individual children.
Review TA deployment as needed to enable pupils to be appropriately supported.	Discuss termly	Adult support is available during times that individual children may need support.	Review annually	Children have access to support.





Kings Cliffe Endowed School Accessibility Plan 2013 – 2016

Action Plan 3 - Improving the Delivery of Written Information

ACTION PLAN BASIS

To improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

In order to assess any changes required an Accessibility Audit was undertaken in November 2013 and a number of recommendations made. These recommendations are scheduled below:-



Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to pupils and parents/ carers improved.
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	Ongoing	Delivery of school information to parents and the local community improved.
Survey parents/ carers on quality of communication.	Part of annual parents questionnaire.	School is more aware of the opinions of parents and acts on this.	2015	Parental opinion is surveyed and action taken appropriately.
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Ongoing	The school is able to move forward with electronic reporting to parents.

