



*Kirkstall St Stephen's*

*Accessibility Plan*

*Oct 2019*

This school is committed to safeguarding and the wellbeing of all children, and expects our staff and volunteers to share this commitment.

## Access Ratings

To assess a particular access feature, a prioritised access rating between A and D was given. Each access rating is explained below:

- **Access Rating A** – Physical building feature that makes it impossible or unreasonably difficult for a disabled people to use a facility or service. Item needs removal, alteration, avoidance or provision of the service by alternative means. This work is required as a priority.
- **Access Rating B** - Physical building feature that should be improved in order to make it easier for a person with a disability to use a facility or service. Works to be carried out in the ‘spirit’ of current legislation and should be prioritised according to need and current situation.
- **Access Rating C** - Item should be incorporated into ongoing building maintenance/refurbishment plans to improve/upgrade access in order to meet the requirements of current legislation.
- **Access Rating D** - Building management/operation issue. Change policies/practices or procedures as soon as it practicable. It is reasonable to expect this to be carried out in order to meet the requirements of current legislation.

*Kirkstall St Stephen's***Action Plan  
Focus: Access – Curriculum**

<b>Item</b>	<b>Recommendations</b>	<b>Access Rating</b>	<b>Time</b>	<b>Cost</b>	<b>School LEA</b>	<b>Comments</b>
<b>Training</b>	Provide appropriate staff training to enable them to teach and support disabled pupils  To ensure compliance with Equality Act 2010	A D	When necessary  Ongoing	Evaluate at time  -	School	That no school policy conflicts with the Equality Act and each and every pupil has equality of opportunity
<b>ICT</b>	Ensure appropriate ICT equipment is available to support the needs of disabled pupils	C	Ongoing	Evaluate at time	School	Incorporated into ICT & SEN co-ordinator's annual budget if required.
<b>Learning and Extra Curricular Activities</b>	Ensure disabled pupils can participate in activities, giving appropriate consideration to their needs, providing alternative ways of accessing experiences if necessary	A	When necessary	Evaluate at time	School	Review all extra-curricular activities and the year groups involved to ensure no pupil is excluded due to disability or additional needs.
<b>Transition</b>	Effective transition of new pupils.  Identify pupils who may need additional/ different provision to make sure their transition needs are met.	D	When necessary	Evaluate at time	School	Liaise with nursery providers to identify potential barriers for pupils. Home visits for all new reception pupils Liaise with previous schools for In year transfer pupils.
<b>Classroom Organisation</b>	Classrooms will be organised appropriately to accommodate the needs of disabled pupils. Year 3 classroom size Year 2 improving toilet facilities	C	When necessary	Evaluate at time	School	Approach Diocese and / or LEA for funding if required

**Evaluation**

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## **Action Plan** **Focus : Access – Physical Environment**

<b>Area</b>	<b>Recommendations</b>	<b>Asset Plan Ref</b>	<b>Priority</b>	<b>Time</b>	<b>Cost</b>	<b>Responsible</b>	<b>Comments</b>
<b>Approach to School</b>	<ul style="list-style-type: none"> <li>Educate pupils on road safety, and encourage the use of the footpath and use short cut across car park.</li> <li>Fence off the bottom border of the car park to prevent access by foot to the car park.</li> </ul>		A	On going	-	School	End of Winter Term if approved by the Governing body
			A	Autumn 2	£300		
<b>External Ramps and Steps</b>	<ul style="list-style-type: none"> <li>Steps to 2 playgrounds make wheelchair access impossible in one yard and only possible with adult help in another yard.</li> <li>In the event of a pupil requiring wheelchair access we would look at organisational procedures to support the child. The cost of installing ramps or lifts would be very expensive and they would take up playground space which is already inadequate.</li> </ul>		C	Apply procedures when required	Evaluate when necessary	School	On-going  Diocese support in the event of building project if required.
<b>Entrance/Reception</b>	<ul style="list-style-type: none"> <li>Keep windows free of obstacles</li> <li>Keep entrance clear of objects and keep a space clear for wheelchair or pushchair access</li> </ul>		C	Ongoing	0	School	
			D	Ongoing			
<b>Corridors</b>	<ul style="list-style-type: none"> <li>Ensure Fire Exit signs required in main corridor</li> <li>Ensure all signs contrast with walls / consider use of pictorial images on signs as well as words</li> <li>Ensure corridor / fire routes are kept free</li> </ul>		D	Oct 19 half term	0	School	Additional fire exit signs required for corridors. Small fire doors sections need to be locked closed at all times, and open only for wheelchair access.

<b>Doors</b>	<ul style="list-style-type: none"> <li>Both double doors into hall need opening for wheelchair access.</li> </ul>		D	Ongoing	0	School	
<b>Signs &amp; Information</b>	<ul style="list-style-type: none"> <li>Ensure signage is kept up to required standard</li> </ul>		D	End of Autumn 19 term	0	School	Door signs for all areas and No entry signs on those areas closed to pupils/ parents i.e. Plant room, kitchen - keep out, No access
<b>Means of Escape</b>	<ul style="list-style-type: none"> <li>Personal Emergency Egress Plans (PEEP) will be formulated where necessary and appropriate support provided for any individuals deemed at risk</li> </ul>		D	When necessary	0	School	In all cases where normal access on foot is limited.

<b>Evaluation</b>							
	<ul style="list-style-type: none"> <li>Ensure consideration is given to the disabled when redecorating or refurbishing the building</li> </ul>		D	Ongoing		School	

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## **Action Plan Focus : Access – Alternative Formats**

<b>Item</b>	<b>Recommendations</b>	<b>Priority</b>	<b>Time</b>	<b>Cost</b>	<b>School LEA</b>	<b>Comments</b>
<b>Information</b>	Information such as school newsletters will be produced in alternative formats if requested. This will be communicated to parents via notices, the prospectus and on newsletters	D	When necessary	Evaluated at time	School	RNIB to be consulted if/when required.
<b>Teaching Materials</b>	Teaching materials will be presented in ways which are accessible to children with disabilities e.g. large print  Hearing loop purchased for child with reduced hearing	A	When necessary	Evaluated at time	School	On-going

<b>Training</b>	Provide training for staff in the use of technology to assist disabled people. Hearing loop and speech techniques for reception classroom staff. This is to be filtered through school as child moves through the year groups.	A	When necessary	Evaluated at time	School	On-going
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**Evaluation**