Accessibility Plan

Kennet School

Review

Approved by:	Headteacher	Date:	April 2025
Last Review Date:	April 2024	Next Review Date:	April 2026

Responsibilities

School Senior Staff	Implementation of plan at school level
Governors	Check school compliance with the plan and report breaches or concerns to Trustees
Trustees	Review and approve the plan

Material Changes to the Policy Since the Last Review

Section:	None

Contents

Statement of Intent

Kennet School has a statutory duty under Section 10 of the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to detail how the school intends, over time, to ensure the furtherment of the school's accessibility for disabled pupils, parents/carers, staff, and visitors.

Disability is defined by the Equality Act 2010 as: *"A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities."*

The school is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural need.

It recognises its duty to:
- Ensure it does not discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
- Ensure it does not treat pupils with disabilities less favourably for a reason related to their disability
- Make reasonable adjustments to avoid putting pupils with disabilities at a substantial disadvantage
- Publish an Accessibility Plan that will increase access to education for pupils with disabilities.

The school is committed to challenging negative attitudes about disability and accessibility, to developing a culture of awareness, tolerance, and inclusion, and to advance equality of opportunity within our community and to foster good relations.

Our Aims

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day- activities.

This plan aims to:
- Increase the extent to which disabled pupils can participate in the school curriculum
- Reduce and eliminate barriers to the school's physical environment to enable disabled pupils to take better advantage of education, benefits, facilities, and services it provides
- Improve the availability of accessible information to disabled pupils.

Kennet School strives to deliver these aims within a reasonable time and ensure the accessibility of provision for all pupils, staff, and visitors to the school.

Context
Pupils

Each department takes appropriate steps to allow curriculum access for all. This provision may be met through simple measures such as easy-grip pens and rulers or through the use of more specialised resources such as adjustable work benches or tables. To support with access to high quality learning, Kennet School has corridors and doorways wide enough to accommodate wheelchairs, including larger electric chairs. Pupils, who require it, have access to the use of hoists, changing beds and re-turns, as well as a fully accessible physiotherapy room. Kennet School ensures that every disabled pupil gets the equipment they require to enable inclusion.

For pupils unable to use stairs to access rooms, curriculum timetabling ensures access to lessons through locations accessible by lift or on the ground floor. Pupils also have a Personal Emergency Evacuation Plan (PEEP) to ensure their safety in the event of a fire, while they are accessing a part of the school above the ground floor.

The school has eleven disabled access toilets including three with ceiling hoists, three of which have changing beds and showers.

Approximately 90% of all classrooms are accessible by all pupils, including wheelchair users. For hearing impaired pupils, 48 teaching spaces (approximately 50%) are equipped with sound field systems and radio aids, improving access to subject specialist teaching staff.

All pupils with disabilities are encouraged to take part in the school's wide range of co-curricular and enrichment activities. Furthermore, the Kennet Games takes place in Spring, a multisport event which sees disabled pupils from primary and secondary schools across the area competing with one another.

School trips are open to all; two of the school's minibuses are equipped for disabled pupils including a wheelchair ramp and for larger numbers, we book disabled-enabled vehicles.

The main assembly venues in the school are equipped to ensure they are accessible for all pupils, particularly those with hearing impairment.

All pupils visit the Hearing Resource Base (HRB) and Physically Disabled Resource (PDR) in Year 7, to further their understanding of disability, showing how they can enable their disabled classmates and create a supportive and inclusive learning environment.

In seeking to ascertain, and plan on how to best meet, the needs of disabled individuals, the opinion of the individual pupil, their principal carer and any professionals involved are discussed and used to inform the decision-making process. For any disabled pupils identified as being placed at a substantial disadvantage, the school along with the appropriate Resource (PDR or HRB) must consider whether any reasonable adjustment can be made to overcome that disadvantage. Please refer to the site maps (Appendix 1) showing access provision around the site.

Staff
All staff are appointed on their ability to do the job, irrespective of disability and the staff profile reflects this. Guidelines are followed in terms of advertising posts and recruitment and no member of the school's staff is disadvantaged.

We also aim to meet specific needs through the provision of special furniture, including (but not inclusive to) ergonomic chairs and standing desks. Kennet School has a disabled parking space near the school's reception, with additional disabled parking spaces immediately outside the Physically Disabled Resource building. Again, the school considers making any reasonable adjustment to overcome the disadvantages.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In-service training of staff is achieved through external and in-house courses to meet the needs of individuals e.g. teaching pupils who are visually impaired or dyslexic. Training on supporting Hearing Impaired pupils is undertaken yearly to meet NATSIP standards.

Visitors
Irrespective of disability, visitors are welcomed to the school and ensured access to events. Meetings with parents are held in accessible areas of the school to enable access and equality for all. Kennet School has a disabled parking space near reception with additional disabled parking spaces immediately outside the Physical Disability resource. Again, the school considers making any reasonable adjustment to overcome any disadvantage.

The plan is available online from the school website, and paper copies are available upon request.

Kennet School supports any available partnerships to develop and implement its accessibility plan. We work with the following organisations to ensure high quality access for disabled pupils:
- **Phonak** – classroom sound filed systems
- **Ecophon** – acoustic ceiling tiles
- **Ewing Foundation** – Charity promoting inclusion and achievements of deaf children
- **Berkshire Sensory Consortium Service** – Work in partnership with schools and families for children with hearing impairment
- **Pdnet** – a network that provides education professionals with support in promoting positive outcomes

Accessibility Audit

The school carries out an accessibility audit every three years which informs the plan going forward, based on the school's three aims – *see Appendix 1*.

- **Curriculum**

  The curriculum element of the audit 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.

- **Physical Environment**

  The physical environment element of the audit covers reasonable adjustments to the physical environment of the school and physical aids to access education. An accessible map of the school can be found in *Appendix 2*.

- **Information**

  The information element of the audit covers improvements and reasonable adjustments to the delivery of information to pupils, staff, parents, and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events.

Complaints

Wherever possible, Kennet School works in partnership with parents/carers to ensure a collaborative approach to meeting its pupils' needs. The school is part of the Equinox Learning Trust, so if there are any complaints relating to the provision for pupils with access needs, the Trust's Complaints Policy should be followed.

Monitoring Arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

The development and implementation of the plan will involve different members of staff according to their responsibilities:

- The development of access to the curriculum will need to be led by those with curriculum responsibilities
- The development of materials in different formats is likely to involve all staff in respect of materials used in their own teaching/communication
- The Headteacher and the Trust Estate Manager will lead on improvements to the physical environment, the deployment of resources and the coordination of the plan across the whole school.

The Accessibility Plan is approved by the Headteacher and Governing Body.

Links with other Policies/Documents

This Accessibility Plan is linked with the following policies and documents:

- Complaints Policy
- Equality Information & Objectives
- Health & Safety Policy
- Special Educational Needs & Disabilities (SEND) Policy & Information Report
- Supporting Pupils with Medical Conditions.

Accessibility Action Plan (2022-2025)

We have included a range of stakeholders in the development of our accessibility action plan, including pupils, parents, key staff, including Hearing and Physically Disabled resource teams, and school governors.

Identified actions are funded (budget allowing) by the Equinox Learning Trust (of which Kennet School is part of) and currently by the Local Authority (West Berkshire) who seeks to develop the school as a centre for the excellence for the teaching of pupils with hearing impairment.

Curriculum
Aim: To increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
• To liaise with primary school providers to prepare for the new intake of children into Year 7r	• To identify pupils who may need adapted or additional provision	Ongoing (May to July annually)	• Senior Leadership Team • Head of PDR • Head of HRB • SENCo	• Provision set in place ready for when the child/ren start school
• To liaise with educational establishments to prepare for the intake of new children who transfer within year	• To identify pupils who may need adapted or additional provision	Ongoing (as the need arises)	• Headteacher • Deputy Headteacher • SENCo • Head of PDR • Head of HRB	• Provision set in place ready for when the child/ren start school
• To review policies to ensure that they reflect inclusive practice and procedure	• To comply with the Equality Act 2010	Ongoing	• Senior Leadership Team • Local Governors • Trust Governors	• All policies clearly reflect inclusive practice and procedure
• To maximise quality of learning environment for hearing impaired pupils	• Develop pupil friendly glossaries for all subjects on Frog (virtual learning environment)	Long-term	• Curriculum Deputy • Head of HRB • eLearning & Development Manager	• Tier three subject specific vocabulary has been pre-taught and over learnt by Hearing Impaired pupils
• To establish and maintain close liaison with outside agencies for pupils with additional needs	• To ensure collaboration between all key personal	Ongoing	• Senior Leadership Team • All Teaching Staff • External Agencies	• Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
• To include pupils with a disability, medical conditions, or other access needs as fully as possible in the wider curriculum, including trips and residential visits, as well as extracurricular provision	• Create personalised risk assessments and access plans for individual children • Liaise with external agencies, identify training needs, and implement, as required • Ensure that actions, including emergency evacuation procedures, are clear and that staff can carry them out	Ongoing	• Senior Leadership Team • All Staff • Extracurricular service providers • Educational visit settings	• Evidence that appropriate considerations and reasonable adjustments have been made

• To ensure accessibility is reviewed by curriculum leaders as part of the whole school review cycle	• To be calendared in the review cycle and stipulated as part of curriculum development in the summer term	Short-term		• Evidenced in line management meetings
• To ensure all new buildings are built with all potential future users in mind	• To be built into all discussions with curriculum leaders	Short-term	• Director of Estates	• No recent works need adapting based on uptake

Timescale key: *Short-term = < sixth months; medium-term = < 1 year; long-term = < 3 years. Ongoing = continuously* reviewed

Physical Environment

Aim: To reduce and eliminate barriers to the school's physical environment to enable disabled pupils to take better advantage of education, benefits, facilities, and services it provides

Targets	Strategies	Timescale	Responsibilities	Success Criteria
• To increase the independence and dignity for physically disabled pupils.	• Work to remove/minimise lips at doorways.	Ongoing	• Site Manager • Head of PDR	• Increase independent access around the school site for wheelchair and walker users.
	• Additional powered doors to provide independent access to a wider range of buildings.	Ongoing	• Site Manager • Head of PDR	
	• Fire doors in corridors to be adapted to allow easier passage through school for physically disabled pupils	Ongoing	• Site Manager • Head of PDR	
• To improve access to the Leisure Centre	• Remove car parking space to allow for creation of permanent ramp	Short-Term	• Site Manager	• Better wheelchair access to the Sports Hall with a permanent ramp in place
• To make access to the school easier at busy times	• Increase amount of disabled parking at Kennet	Short-Term	• Site Manager	• Create designated only spaces outside PDR department
• To maximise quality of learning environment for hearing impaired pupils	• Acoustically assess teaching spaces and advise direct enhancements, where required	Ongoing	• Site Manager • Head of HRB • Specialists Third Parties - Ecophon & Phonak	• Continue roll out of acoustic ceilings and sound field systems using curriculum choices as a guide
• To Increase awareness of the sounding of alarms	• Implement visual fire alarms to increase independent awareness of school day timing and fire alarm	Long-term	• Site Manager • Head of HRB	• Visual fire alarms to complement the existing audible alarms
• To improve the school learning environment and wayfinding through a more strategic approach to our visual displays/signage	• Support numerous conditions such as dyslexia and sensory issues by providing a simplified approach, reducing 'noise,' and providing a logical wayfinding framework	Long-term	• Senior Leadership Team • Site Manager • e-Learning & Development Manager • Display Technician	• A more strategic approach to how information is displayed and the school's wayfinding, linking the different subjects with the identification used on the school maps and Frog (virtual learning environment)

Timescale key: *Short-term = > sixth months; medium-term = > 1 year; long-term = > 3 years. Ongoing = continuously* reviewed

Information

Aim: To improve the availability of accessible information to disabled pupils

Targets	Strategies	Timescale	Responsibilities	Success Criteria
• To maximise quality of learning environment for hearing impaired pupils	• Develop pupil friendly glossaries for all subjects on Frog (virtual learning environment)	Long-term	• Curriculum Deputy • Head of HRB • eLearning & Development Manager	• Tier three subject specific vocabulary has been pre-taught and over learnt by HI pupils
• To increase access to school information and communication	• Ensure information and communication can be accessed in larger formats (from print to Frog (virtual learning environment to VI)	Long-term	• Director of Technology/eLearning & Development Manager • All Staff	• Ability to increase font sizes on all school information, including Frog and virtual environment
	• Text to speech as an option though Frog (virtual learning environment) for VI access.	Long-term	• Director of Technology/eLearning & Development Manager • Third Parties – Frog & Other	• Specific software implemented / enhanced to ensure accessibility on an individual basis
	• Provide communications in additional language / multi formats	Long-term	• Senior Leadership Team • Director of Technology • eLearning & Development Manager • Third Parties	• Modified language resources and communication across all communication mediums to support access for lower literacy pupils, parents, and others.
• To improve the school learning environment and wayfinding through a more strategic approach to our visual displays	• Support numerous conditions such as dyslexia and sensory issues by providing a simplified approach, reducing 'noise,' and providing a logical wayfinding framework	Long-term	• Senior Leadership Team • Site Manager • e-Learning & Development Manager • Display Technician	• A more strategic approach to how information is displayed and the school's wayfinding, linking the different subjects with the identification used on the school maps and Frog (virtual learning environment)
• To improve basic sign language skills amongst our school community	• Run an extracurricular club to teach sign language to pupils and staff	Short-term	• Head of HRB	• More staff and pupils are able to sign within school, aiding inclusivity

Timescale key: *Short-term = < sixth months; medium-term = < 1 year; long-term = < 3 years. Ongoing = continuously* reviewed

Appendix 1: Accessibility Audit

Accessibility Audit Tool for Educational Settings

Equinox Learning Trust

School: Kennet School	Date of completion: 26 January 2022
Name of person who completed audit: Mr E Keen, in consultation with Mrs G Piper and SLT	**Role of person who completed audit:** Trust Estate Manager

Is your educational setting compliant with the Equality Act 2010?

	Question	Yes	If yes – where can the evidence be found?	No	If no - action to be taken and where recorded in Access Plan
1	Do you have an Accessibility Plan?	Y	**On the school website**		
2	Was your accessibility plan coproduced with children/young people with SEND, their families, and other stakeholders?	Y	**Pupils and families are consulted**		
3	Is everyone in your setting aware of the Equality Act 2010?				
4	Do you have evidence that your setting does not treat pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a disadvantage in comparison to their peers?	Y	**PDR department, curriculum review, inclusive house events**		
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	Y			
6	Have you published your SEND information report?	Y			
7	Is your SEN information report linked to the Local Offer?	Y			
8	Do all staff understand the needs of the pupils and support them accordingly?	Y	**Information on supporting pupils is given to all relevant teachers**		
9	Do you have inclusive, whole school policies, processes, and practices?	Y	**Published on website**		

		Yes	If yes – where can the evidence be found?	No	If no - action to be taken and where recorded in Access Plan
10	Do you proactively include pupils with SEND, and their families, in all enrichment activities?	Y	**Trips and events are discussed with families at the start of the year**		
11	Do you celebrate the strengths of pupils with SEND and focus on building on what they can do rather than what they find difficult?	Y			
12	Are pupils involved in the recruitment of teaching assistants and other school staff?	Y	**Pupils frequently form parts of interview panels for senior teaching positions**		

2.   Is your setting physically accessible?

Question		Yes	If yes – where can the evidence be found?	No	If no - action to be taken and where recorded in Access Plan
1	Are your buildings adapted to ensure that most areas are physically accessible for people with disabilities?	Y	**Ramps, door hold open devices, lifts**		
2	If adaptations are not possible, have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	Y	**Timetabling is considered with the needs of all pupils in mind**		
3	Are pathways around the setting and parking arrangements safe, easily accessible, and well signed?	Y	**Lowered curbs, disabled parking places**		
4	Are emergency and evacuation systems accessible to all, e.g. do alarms have both visual and auditory components?	Y		N	**More devices to be added over time**
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	Y	**There are several disabled toilets across the site**		
6	Are calm low sensory areas available in the setting?	Y	**MHST room + SEND room**		
7	Are your rooms (including classrooms) optimally organised for pupils with a physical disability?	Y	**Lowered/raised desks, sound field systems**		
8	Are classroom interiors adapted to ensure access to all areas for pupils with sensory needs, e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?			N	**Kennet have not taken advice on this work**
9	Is furniture and equipment selected, adjusted, and located appropriately?	Y	**Lowered/raised desks**		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils with sensory difficulties?			N	**Kennet have not taken advice on this work**
11	If intercom messages are used, are they always relayed to pupils with hearing impairments?		**N/A**		**N/A**
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.			N	**Currently an area to be developed**
13	Are highly visible markings used to ensure the safety of pupils with a visual impairment?			N	**Currently an area to be developed**

| 14 | Do you consult with pupils with SEND regarding the accessibility of classrooms, toilets and changing facilities etc? | | | N | Could be developed to include this |

See Appendix A for a more detailed check list regarding physical access

Is your setting inclusive?

Question		Yes	If yes – where can the evidence be found?	No	If no - action to be taken and where recorded in Access Plan
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	Y		N	Audit of signage to be completed
2	Are pupils with SEND included in pupil/student forums, e.g. school councils	Y	School council		
3	Is personalised and creative support arranged so that pupils can access all activities including trips /visits and afterschool and breaktime activities?	Y	Transport and trips selected to facilitate this	N	Exceptions of ski trip and world challenge
4	Do you ensure that financial difficulties do not prevent pupils with SEND being included in activities and events	Y	The school will pay in instances of financial difficulties		
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils with SEND?	Y	Alternative provision risk assessments	N	To further investigate 2-3, 3-4 & 4-5
6	Do you find creative and flexible solutions to ensure that pupils with SEND can move easily between classrooms?	Y	Pupils move with chaperones where required and have alternative times to avoid mass transit		
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence, and social skills?	Y	SEND run Youth Awards class, and a therapeutic group.		
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	Y	Attendance policies and procedures		
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	Y	PHSE curriculum, assemblies programme, restorative culture		
10	Are pupils with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	Y	School calendar, SAP, annual reviews	N	More proactive comms to be sent from SEND and Resources

Is the curriculum accessible?

Question		Yes	If yes – where can the evidence be found?	No	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of pupils with SEND?	Y	Curriculum vision statement and review process		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	Y	INSET training – Sept 2021		
3	Are children with disabilities encouraged to take part in Music, drama, and physical activities?	Y	Cast lists from House events and school productions		
4	Do class teachers/PE staff know how to include pupils with disabilities in PE?	Y	Boccia House and school events, club events and department improvement plan		
5	Are pupils and their families fully involved in the review of individual plans regarding curriculum access?	Y	SAP and Annual reviews		
6	Do you use a graduated approach when meeting the needs of pupils with SEND?	Y	SEND policies on website and 'local offer statements' on West Berks website		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	Y	See above		
8	Is the attainment gap between pupils with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?	Y	Results analysis 2021	N	Further staff training, regular SEND curriculum review. Key object on Kennet School improvement plan
9	Is the progress made by your pupils at 'SEN support' and with an EHC plan is as good as that made by pupils with SEN nationally?	Y	IDSR document		
10	Do you ensure that homework is accessible to all, e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	Y	FROG has accessibility settings for all. Pastoral support including provision of laptops		
11	Are cover staff, (including supply teachers), clear about the additional needs of pupils and how to meet these needs?	Y	Regular training with SLT and through school CPD programme		
12	Are staff given time to plan for pupils who need a highly differentiated/individualised curriculum?	Y	Additional department time in calendar		
13	Do pupils with SEND have access to appropriate information technology?	Y	This is provided for all		
14	Do all additional adults, including teaching assistants, build positive relationships, support flexibly and facilitating independent learning?	Y	TA training programme, pupil voice and curriculum review		
15	Are auxiliary aids used to ensure that pupils with SEND are included in the curriculum?	Y	All SEND pupils receive aid, and staff are trained in the use of it.		

					Soundfield systems are installed in 50% of classrooms		

How accessible is information, advice, and guidance?

Question		Yes	If yes – where can the evidence be found?	No	If no - action to be taken and where recorded in Access Plan
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	Y	Website		
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters	Y	In all appropriate letters and PALs		
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	Y		N	Survey should be carried out to gain a full understanding and investigate Plain English Campaign review
4	Do you hold review meetings etc at times when parents are able to attend?	Y	Meeting minutes, digital meetings		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	Y	SEND/PDR/HRB systems, parents' evenings, and information events		
6	Is information available in a variety of languages?	Y	Available on request	N	Only available on request
7	Is information available in a variety of formats including 'easy read' large print symbols audio?	Y	Accessible website with further options available using browsers, printed copies requested in larger formats. IT software to translate for specific needs		
8	Are staff familiar with IT used to share information with people with disabilities?	Y	Training is provided		
9	Do you ensure that pupils know exactly who they can contact for information, advice, and support?	Y	Information is given out in tutor programme		
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	Y	All on website under SEND section		
11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	Y	Families identified as needing separate communication	N	Our knowledge of families with certain requirements needs to be updated continuously
12	Do you use the Local Offer and School Messenger to keep up to date with SEND developments?	Y	We work very closely with the local SEND team		

Appendix A: Detailed Physical Access Check List

Consider each question from the perspective of each type of disability

1   Approach & Car Parking

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	Y		
2	Is the building within convenient distance of public transport?	Y		
3	Is the building within convenient distance of car parking?	Y		
4	Is the route clearly marked/found?	Y		
5	Is the route free of kerbs?	Y		
6	Is the surface smooth and slip resistant?	Y		
7	Is the route wide enough?	Y		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?		N	**There is street furniture on the route, but the route is wide enough for easy avoidance**
9	Is it adequately lit?	Y		
10	Is it identified by visual, audible, and tactile information?		N	**Signage needs to be improved across site**
11	Is there car parking for people with reduced mobility?	Y		
12	Is the car parking clearly marked out, signed, easily found, and kept free from misuse?	Y		
13	Is the car parking as near the entrance as possible?	Y		
14	Is the car parking area suitably surfaced?	Y		
15	Is the route to the building kept free of snow, ice, and fallen leaves?	Y		
16	Is the route level? (i.e. no gradient steeper than 1:20 and no steps)	Y		

2   Routes and external level change including ramps and steps

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	Y		
2	Is it wide enough and suitably graded?	Y		
3	Is the surface slip resistant?		N	**This is not consistent in all areas**
4	Are there kerbs and are there edges protected to prevent accidents?	Y		
5	Are there handrails to one or both sides?	Y		
6	Are there (alternative) steps & ramp	Y		
7	Identified by visual/tactile information?		N	
8	Are there handrails to one or both sides?	Y		
9	Are ramps and steps adequately lit?	Y		
10	Are treads and risers consistent in depth and height?	Y		

11	Are all nosings marked and/or readily identifiable?		N	
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	Y		

3   Entrances – including Reception

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is the door clearly distinguishable from the façade?	Y		
2	If glass, is it visible when closed?	Y		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Y		
4	Does it have a level or flush threshold, and a recessed matwell?	Y	N	**The mat sits on the floor and is not recessed**
5	Is there visibility through the doorway from both sides at standing and seated levels?	Y		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	Y		
7	Can the door furniture be used at both standing and seated height?	Y		
8	Can it be easily grasped and operated?	Y		
9	If the door has a closer mechanism, does it have: Delayed closure action? Slow-action closer? Minimal closure pressure?	Y		
10	If the door is power-operated, does it have visual and tactile information?	Y		
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?			**N/A**
12	If there is a lobby, do the inner and outer doors meet the same criteria?	Y		
13	Do lobby layouts enable all users to clear one door before going through the next?	Y		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?		N	
15	Does the lighting installation take account of the needs of visually disabled people?	Y		
16	Are floor spaces Slip resistant, even when wet? Of a quality that is sympathetic to acoustics – i.e. not so 'hard' as to cause acoustic confusion? Firm for wheelchair manoeuvre	Y		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		

		Yes	No	
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
19	Is it fitted with an induction loop?	Y		
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		N	

4 Horizontal movement and assembly

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre			
4	Is turning space available for wheelchair users?	Y		
5	Do natural and artificial lighting avoid glare and silhouetting?			N/A
6	Are there visual clues for orientation?		N	
7	Do floor surfaces: Allow ease of movement for wheelchair users? Avoid light reflection and sound reverberation?	Y		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?		N	
9	Are there tactile signs and information for those with impaired vision?		N	
10	Is the maintenance of these items checked regularly?			N/A
11	Is lighting designed to meet a wide range of needs?	Y		
12	Is sufficient circulation space allowed for wheelchair users?	Y		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	Y		
15	Are all areas for assembly/meeting equipped with an induction loop system?	Y		

5 Doors

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Do the doors serve a functional/safety purpose?	Y		
2	If glass, are they visible when shut?	Y		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	Y		
4	Does the clear opening width permit wheelchair access	Y		
5	On the opening side of the door, is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	Y		
6	Is any door furniture/handle at a height for standing/sitting use?	Y		
7	Are door/handles clearly distinguished?	Y		
8	Can the door furniture/handles be easily operated/grasped?	Y		
9	If door closers/mechanisms are fitted, do they provide the following: security linkage? delay-action closure? Slow-action closure? Minimum closure pressure?	Y		
10	Is door/mechanism function checked regularly?	Y		

6   Toilets

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is WC provision made for people with disabilities?	Y		
2	Do all lavatory areas have slip-resistant floors?	Y		
3	Are all fittings readily distinguishable from their background?		N	
4	Are all door fittings/locks easily gripped and operated?	Y		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?		N	
6	Is provision made for wheelchair users in disabled toilets?	Y		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	Y		
8	Is the location clearly signed?		N	
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
10	Are the door fittings/locks and light switches easily reached and operated?	Y		
11	Is there an emergency call system and is someone designated to respond?		N	**Only in the PDR department, not in all disabled toilets**
12	Can the emergency call system be operated from floor level?			

13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	**Y**		**In PDR department**
14	Are the fittings arranged to facilitate these manoeuvres?	**Y**		**In PDR department**
15	Are handwashing and drying facilities within reach of someone seated on the WC?			
16	Is the tap appropriate for use by someone with limited dexterity, grip, or strength?	**Y**		**In PDR department**
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	**Y**		
18	Is the manoeuvring area free of obstruction, e.g. boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	**Y**		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?		**N**	

7 Fixtures & Fittings

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is any server/counter accessible to all users, including those with hearing impairments?	**Y**	**N**	**Some items on the counter cannot be reached by all but we have assistants to serve**
2	Is it possible for people with disabilities to serve as volunteers?			**N/A**
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	**Y**	**N**	**Some of the higher shelves in the library are not accessible – we have librarians and assistants**
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?			**N/A**
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?	**Y**	**N**	**There is access, but no specialist equipment**
6	Are all relevant locations clearly signed?		**N**	**Signage could be improved**

8 Information

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is the building equipped to provide hearing assistance?	**Y**		
2	Does lighting installation of the building take into account the needs of people with visual disabilities?		**N**	**We have not taken advice on this**

3	Are there large-print versions of information about the building/activities available?	Y	N	Only on request
4	Is there braille information available for people with visual disabilities?		N	

9.   Means of Escape

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is there a visible as well as audible fire alarm system?	Y	N	Only in places, others to be added over time
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Y	N	There are some routes that are not accessible to all
3	Is there a 'management evacuation strategy' for staff, pupils, and visitors, and are staff trained in evacuation procedures?	Y		PEEPs
4	Is the evacuation strategy checked regularly for its effectiveness?	Y		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	Y		
6	Are all fire warning devices and detectors checked routinely and regularly	Y		

School Accessibility Map

Ground Floor Plan

GIR	Garden Inclusion Resources
HR B	Hearing Resource Base
	Physically Disabled Resource

- Lifts
- Stairs
- Male Toilets
- Female Toilets
- Unisex Toilets
- Staff Toilets
- Disabled Toilets
- Changing Rooms
- Sound field System Installed
- Accessible Entry/Exit Point
- Restricted Access Entry/Access Points

Kennet School

Acril 2023

First Floor Plan

Legend:
- Lifts
- Stairs
- Male Toilets
- Female Toilets
- Unisex Toilets
- Staff Toilets
- Sound field System Installed

Second Floor Plan

Rooms and areas shown:
L6, L3, L2, L5, L4, L1

D3, H9, H11, H12, H8, Sixth Form Common Room, H7, H10, H6, SS1, SS2

T5, T8, T10, T6, T7, T9

A3, A4, A2, H15, H14

C3, C1, C2, L7, L8, Staff Room

S7, S8, S1, S2

Library