



the *King's* school
Specialising in **Mathematics & Computing**

Accessibility Plan

Approval Date: October 2014

Review Date: October 2017

Governor Committee: Curriculum & Pupil Standards

The King's School Accessibility Plan

Section 1

Introduction

The King's School Accessibility Plan highlights how we remove barriers to learning that may hinder individual pupils or groups of pupils.

Taking its legislative basis from the Equality Act 2010 and the Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) Regulations 2005, the Accessibility Plan is a statutory requirement for academies.

It will ensure equality of opportunity and provide detailed information regarding the issues facing pupils with particular needs, such as pupils with special educational needs, and the actions taken / to be taken to address them. Whilst this is a stand-alone policy it should be read in the context of:

- The King's School Special Educational Needs Policy;
- The Children and Families Act;
- The Special Educational Needs and Disability Regulations 2014;
- The Special Educational Needs (Personal Budgets) Regulations 2014?

This plan outlines the proposals of the Governing Body of the King's School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that people with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils;
- Employees;
- Governors;
- External partners.

Section 2

The definition of a person with disabilities

The Disability Discrimination Act (DDA) defines a person with disabilities as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. For the purposes of the Act:

- Substantial means that the effect on the disability is neither minor nor trivial - it does not have to be a severe effect;
- Long-term means that the effect of the impairment has lasted or is likely to last for at least 12 months and the effect must be a detrimental one - a person with a life expectancy of less than twelve months is covered if the effect is likely to last for the whole of that time;
- Normal day-to-day activities include everyday things like eating, washing, walking and going shopping.

The person must be affected in at least one of the respects listed in the DDA:

- Mobility;
- Manual dexterity;
- Physical coordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing, or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

If the effects of the disability are reduced by medication or other treatment then the relevant effects are those that would be present if there was no medication or treatment taking place. There is an exception to this rule for people who wear spectacles or contact lenses - then the relevant effects are those that remain while the spectacles or contact lenses are being used.

Special provisions

Special provisions cover particular conditions which might otherwise not be considered as disabilities. These are provisions covering:

- Recurring or fluctuating conditions, such as arthritis, where the effects can sometimes be less than substantial, which are treated as continuing to have a substantial adverse effect so long as that effect is likely to recur.
- Conditions which progressively deteriorate, such as motor neurone disease, which count as having a substantial adverse effect from the first time they have any effect on the ability to carry out normal day to day activities even if it is not substantial, so long as there is eventually likely to be a substantial adverse effect.
- Severe disfigurements, which are treated as having substantial adverse effects on the ability to carry out normal day to day activities, even if they have no actual effect at all.

Section 3

Visions and Values

The King's School has the ethos of 'Success for All' and this extends to all members of the School community. The results from Kirkland Rowell surveys highlighted several areas as strengths and priorities by staff, parents and pupils in 2012 and parents and pupils in 2013-14. These are set out below:

Pupils feeling safe

- School security;
- Control of bullying;
- School discipline;
- Truancy control;
- Caring teachers;
- Developing moral values;
- Developing confidence;
- Community spirit.

High standards, expectations and achievement

- Teaching quality;
- Exam success;
- Developing potential;
- Careers advice;
- School discipline.

These were developed into an ethos that underpins all we do.

- The Right to be Safe;
- The Right to be Respected;
- The Right to Learn.

The King's School has high expectations for its disabled students and expects them to participate as fully as possible in every aspect of School life.

The King's School's commitment to equal opportunities is driven by its policies on Equal opportunities and Inclusion. The School:

- Sets suitable learning challenges;
- Responds to the diverse needs of its students;
- Wherever possible, overcomes potential barriers to learning and assessment for individuals and groups of student;
- The King's School aims to identify and, wherever possible, remove barriers to disabled students in every area of school life;
- The King's School makes all students welcome irrespective of race, colour, creed or impairment.

Section 4

Accessibility at the King's School

The Governing Body and members of staff of The King's School will have regard to the new Special Educational Needs and disability code of practice that came into force 1 September 2014. This code provides statutory guidance on the duties, policies and procedures relating to the Children and Families Act 2014. Herein referred to as the code.

The King's School will ensure that all members of staff and Governors are aware of the implications of the code and, through training and CPD opportunities, embed the good practice across all aspects of school life.

Historically The King's School has worked hard to develop its vision for inclusion and some of the successful outcomes are set out below:

- Ramps were provided for several entrances ensuring all parts of the building had full access (physical)
- Timetables were revamped to ensure as much access as possible was offered to IT facilities (Curriculum)
- The first Interactive white boards were introduced to allow easier display of information in classrooms (Information)
- More Classroom support staff were employed to ensure all students could access the whole of the curriculum
- Specialist IT equipment was purchased to enable with physical impairment to both access the curriculum and respond to given tasks

Special Educational Needs and Disability Code of Practice

The code has a clear focus on the views, wishes and feelings of the child or young person with SEN and their parents. It emphasises the importance of their participation in decision-making and of providing support and information for them to facilitate the development of the child or young person.

Under the Children and Families Act 2014, the general presumption is that the vast majority of SEN pupils will normally be educated inclusively in mainstream schools, whether or not they have an education, health and care plan.

Through successful engagement with students and their parents and by adapting our practices and policies to meet the needs of the students and legislative requirements, The King's School endeavours to ensure that we meet the requirements of the code and that we continue to be a successful school with a strong reputation for inclusivity.

We recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

Curriculum Access

We have incorporated inclusive developments through National Strategies, Local Initiatives and through In-School Developments. Lesson Observations include aspects of inclusion in teaching and learning. Scheme of work revisions include measure to ensure that all students, including those with disabilities, can access the curriculum. This is a rolling programme of improvements that will lead to holistic embedding of principles.

Physical Environment

Under the requirements of the code the School must make reasonable adjustments including the provision of auxiliary aids and services for disabled children, to prevent them from being put at a substantial disadvantage. Schools have a duty under the Children and Families Act 2014 to make arrangements to support pupils with medical conditions and this could well include children with SEN and disabilities.

The School seeks to meet the needs of students, staff and visitors with sensory impairment and physical disability. The School will continue to improve the environment in a way which promotes inclusion for all students, subject to resources being available.

Information

The King's School has developed a range of formats to meet differing needs. Visual signs have been placed in appropriate places for all students. A large video screen format information service has been installed around the school to support those with vision cue needs. The use of Interactive Whiteboards as a source of information for all students has also been established. The 'wi-fi' capability of the school has been upgraded to ensure all laptop users have full access to both the curriculum and information, no matter where they are in the building.

Information systems are used to monitor progress as a school and also the individual progress of disabled students, this information is used to ensure that all students are supported to achieve to their full capacity.

Section 5

Involvement

In preparation for the development of this plan there have been several consultation group meetings. Parents and Governors have met to discuss issues fully and the Student Council has had initial discussions on the way forward.

Parents and Governors have contributed to aspects of this Policy and the Student Council has had initial discussions on the way forward.

Section 6

Management, Co-ordination and Implementation

The Governing Body of The King's School has overall responsibility for the oversight and monitoring of this plan through the Headteacher and Business Manager. It will be part of the remit of the Health and Safety and Curriculum Committees to look at this area of responsibility.

They will monitor the Action Plan to assess impact and assess future action on the basis of those Impact Assessments. They will also advise on how parents/carers will be informed of the progress in this work.

The Assistant Headteacher that has responsibility for being the Senior Leadership Team link to this area of work and the Head of Special Needs will be instrumental in this process.

Planning Duty 1

Governing Bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff need to be made aware of the nature and impact of pupils' Needs	<ul style="list-style-type: none"> • Transfer of information from feeder schools • Inset Training first day of Autumn term • Pupil Profiles updated 	<ul style="list-style-type: none"> • New yr 7 Year Achievement Leader SENCO/ Assistant SENCO • SENCO • SEND team 	July 2014 September 2014 Oct 2014	Management and teaching staff are aware of pupils' individual Needs as evidenced in learning walks and lesson observations.	Summer 2015
	Specific areas of Need identified for staff training. Autumn term Dyslexia	INSET provided to staff members. Strategy sheet distributed to staff, training folders in shared areas. Laminate for every classroom. EPS training sessions to Trainees	External advisors / SENCO/ Assistant SENCO	Autumn 2014	Staff members have the skills to support children with SEND.	Autumn 2015

Medium term	To improve Assistive Technology within SEND team	To supply tablets and follow up training for CLICKR6 software to SEND team	SLT/external agencies/SENCO/ Assistant SENCO	January 2015	Improved access to literacy skills for the Dyslexic and Severe Learning cohort of pupils. Improved progress levels.	Summer 2015
Long term	Improved access to the curriculum and overcoming specific barriers to learning	Monitor progress	SENCO/Assistant SENCO	Autumn 2015	Improved progress indicators	Autumn 2016

Planning Duty 2

Governing Bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should be taken to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Review of physical environment and impact of building work on site	Audit of safety measures. Close supervision at breaks and lunchtime	Business Manager SEND team	September 2014 On-going	School aware of Accessibility gaps to its physical environment and develops a planned programme to address gaps	October half term 2014
	Review Personal Evacuation plans for identified pupils	Identify all exit routes for pupils with physical difficulties	SENCO and relevant Learning Support Assistant	September 2014	Parents and pupils fully aware of exit strategies.	September 2015
	New routes around school due to building works.	Walk through Fire Drill (practice) Actual full Fire Drill	SLT	First week of the autumn term 2014	Safe evacuation procedures embedded	January 2015

	Need to replace high backed stools for Science department	Requisition of appropriate stools	SENCO/Finance department	October 2014	Pupils can safely access science lessons.	September 2015
Medium term	Review and upgrade toilets	Ensure annual service of Closomat toilet	Site Services Manager	January 2014	Disabled toilet serviced	January 2015
Long term	Ensure all external agency reports are implemented.	Discussions with Site manager and Business manager to implement proposals	SENCO/ Site Manager/ Business Manager	Summer 2015	Improved and appropriate physical adaptations around school campus	Summer 2016

Planning Duty 3

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff does not know whether school information is accessible or not.	Audit of information delivery procedures.	SENCO / SLT	Spring 2014	School is aware of accessibility gaps to its information delivery procedures.	Summer 2014
	School needs to ensure that all written information is accessible to parents and pupils.	School seeks advice from external advisors. Ensure parents are supported with written information.	SENCO Interventions from Year Achievement Leaders and RAIL project	Summer 2014	School is aware of local services for converting written information into alternative formats	Autumn 2014
Medium term	Written information is not accessible to pupils with Severe Learning Difficulties	Increased use of Visual Aids to direct around campus.	SENCO	Spring 2015	Written information is fully accessible to children with Severe Learning difficulties	Summer 2015

Long term	Ensure school website is accessible to children with SEND.	Literacy coordinator to review pupil information	Assistant SENCO	Summer 2016	Website is fully accessible.	Autumn 2016
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