

# **THE KING'S SCHOOL**



# **Accessibility Plan**

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### **ACCESSIBILITY PLAN**

This plan takes account of the King's School's public sector equality duty set out in section 149 of the Equality Act, 2010. The school recognises that it is unlawful to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability
- Harassment

### **THE SCHOOL SITE**

The school occupies a very compact site which features many different styles of building, several being listed (The Old School – grade 1, no. 1 and 2 Church Street – grade 2). The Newton Block has full disability access, the Tower Block has partial disability access to two floors and the CIS building is accessible. In addition, there are separate extensive playing fields approximately half a mile from the main school site.

### **OUR COMMITMENT**

The School is committed to providing an environment which:

- Values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.
- Challenges attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Has high expectations of all students.

The school is committed to making reasonable adjustments to allow disabled students to access educational provision. More specifically the school plans, over time, to increase the accessibility of provision for all students, staff and visitors in the following areas:

- Increase the extent to which disabled students can participate in the school curriculum.
- Improve the physical environment of the academy to increase access to education by disabled students, staff, parents and visitors.
- Improve delivery of information to students, staff, parents and visitors with disabilities.

### **Welcoming and preparing for disabled students**

Where it is practicable to make reasonable adjustments to enable a prospective student to take up a place at the King's School and to satisfy the current admissions criteria, the school is committed to making those reasonable adjustments.

In order to meet the needs of disabled students the school requires full information. The school will ask prospective parents to:

- Disclose details of any learning support received.
- Provide a copy of any Educational Psychologist's report.
- Identify any disability or other condition of which the school should be aware.

Where a student has an Education Health Care Plan (EHCP) the school will work with the Local Authority who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

### Monitoring

The Accessibility Plan will be monitored through the Governing Body. There will be a full review of the plan every three years.

TARGET	STRATEGIES	WHO/ TIMEFRAME?	IMPACT
<b>Increase the extent to which disabled students can participate in the curriculum</b>	<ul style="list-style-type: none"> <li>• CPD to enable staff to increase their knowledge and understanding of the needs of disabled students and differentiating the curriculum. Specific IEPs implemented to support students.</li> <li>• Classrooms are organised to provide appropriate access and support for disabled students (including furniture and equipment selected, adjusted and located appropriately).</li> <li>• Appropriate adjustments made for students to take part in music, drama and physical education.</li> <li>• Where a disabled student has an EHCP, the school will work with the LA through the Annual Review process to make appropriate provision for disabled students.</li> </ul>	SVB/CM  PLK/JMC  SL  SVB/FH	<ul style="list-style-type: none"> <li>• Increased staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled students' needs with regard to accessing the curriculum. IEPs are used to meet the needs of disabled students.</li> <li>• More flexible approach to disabled students access to the curriculum.</li> <li>• Data tracking of progress/ Examination results provides evidence of success.</li> <li>• The school, LA and parents work together to review, plan and implement appropriate provision tailored to the specific needs of each disabled student.</li> </ul>
<b>Improving the physical environment of the school to increase access to education by disabled students</b>	<ul style="list-style-type: none"> <li>• Once a place has been offered to a disabled student, the SENCO will immediately start to work with parents, the LA and student to plan for a smooth transfer to King's.</li> <li>• Enable disabled students and visitors to the school to park within reasonable distance of the school by designating at least one parking space for disabled people which is clearly signposted.</li> <li>• Provide accessible toilet facilities for disabled students and visitors.</li> <li>• Enable disabled students and visitors to access the ground floor of the school building.</li> </ul>	SVB  PLK  PLK/JMC  PLK/JMC	<ul style="list-style-type: none"> <li>• Effective transfer to King's with the student able to access the curriculum and school buildings.</li> <li>• Parking for disabled people achieved.</li> <li>• Provide accessible toilet facilities.</li> <li>• Physical accessibility to school buildings is increased.</li> </ul>

	<ul style="list-style-type: none"> <li>• To provide access to upper storey classrooms if at all practicable e.g. to the library, music and history departments.</li> <li>• Ensure that disabled students who use wheelchairs can move around the school without experiencing barriers to access e.g. doorways, steps, stairs and toilet facilities.</li> <li>• Evac chairs have been purchased for the main school buildings.</li> <li>• Provision of transportation to the school playing fields and for educational visits.</li> </ul>	<p>PLK/JMC</p> <p>PLK/JMC</p> <p>JMC</p> <p>FH</p>	<ul style="list-style-type: none"> <li>• Improved access to educational facilities.</li> <li>• Physical accessibility for wheelchair users is increased.</li> <li>• Provision for the safe evacuation of disabled students in the event of an emergency.</li> <li>• Adapted mini bus purchased.</li> </ul>
<b>Improving the delivery of information for disabled students.</b>	<p>The school will take guidance from specialists (Hearing Impaired Service, Visual Impaired Service etc.) in order to meet the specific needs of students on the school roll or who are in the process of transferring to the school roll:</p> <ul style="list-style-type: none"> <li>• Provide information in braille or on audiotape for visually impaired students.</li> <li>• Provide a portable induction loop and sign language support for hearing impaired students and parents.</li> </ul>	SVB	<ul style="list-style-type: none"> <li>• Appropriate provision for visually impaired students.</li> <li>• Buy in services to support students and parents who attend open day events to ensure they are able to make reasoned choices for their son's education.</li> </ul>

**Linked policies:**

Equality Plan  
 Health and Safety Policy  
 Special Educational Needs Policy

Review date: December 2019

(The Equalities Act, 2010 requires plans to be reviewed every three years)