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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. It is our vision to have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community.

We are a values driven school and our core values should be at the forefront of all that we do. These values were decided upon through consultation with staff, students, governors the definitions of them were articulated by the students.

Our values are:

- **Aspiration** – wanting to be the best you can be with passion, enthusiasm and commitment
- **Community** – working together and supporting each other to ensure we can all do our best
- **Integrity** – honestly doing the right thing even if no one ever knows.
- **Respect** – accepting and valuing our differences with courtesy and consideration
- **Responsibility** – doing the things you are expected to do and accept the consequences or results of your actions

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
<b>Increase access to the curriculum for pupils with a disability</b>	Working to ensure our school offers a differentiated curriculum for all pupils.	<i>Long</i>	Curriculum redesign currently in process this academic year  To check that curriculum resources include examples of people with disabilities	MBY  SENCo	Ongoing	The curriculum is reviewed to ensure it meets the needs of all pupils.
	School uses resources tailored to the needs of pupils who require support to access the curriculum.	<i>Long</i>	Quality assurance of resources used each academic year	SENCo	Throughout year	Resources used within lessons are appropriately differentiated to the needs of the students
	Curriculum progress is tracked for all pupils, including those with a disability.	<i>Medium</i>	Appropriate tracking documents to be in place	SENCo	Throughout year	SENCo able to inform and challenge staff with regard to curriculum progress of students
	Targets are set effectively and are appropriate for pupils with additional needs.	<i>Medium</i>	SENCO to QA and liaise with HoF as required	SENCo	Sept	Staff able to easily access information from data and passports to inform quality first teaching and lesson preparation.
	SEN learning passports written for students inform staff as to quality first teaching and lesson preparation.	<i>Medium</i>	Passports to be updated every academic year	SEN	Sept	
	Staff have targeting sheets within their teaching folders linked to seating plans	<i>Short</i>	All new staff to be given green seating plan folder and training to	Staff	Sept	

			MINT class as part of their induction			
	External agencies and key stakeholders (for example parents or previous schools) work with SEN department to advise on best practice within lessons.	<i>Medium</i>		SEN	Sept / as required	Through appropriate sharing of information staff are able to prepare & plan for quality first teaching in all lessons.
	SEN Provision Maps for students on code of practice are in place	<i>Medium</i>	Updated as required	SENCo	Sept	Staff able to easily access information to help inform planning and support preparation
	Alternative provisions available such as use of the Inclusive Learning Centre for vulnerable students or those with temporary access issues (broken bone etc.)	<i>Short</i>	Ensure resource and space is used effectively	Assistant Headteacher - Pastoral	As required	Students with short term medical needs are able to continue accessing curriculum  Vulnerable students are given access to this learning space which in turn will boost their resilience to accessing school
	SEN laptops available for selected students to use during lessons.	<i>Medium</i>	Limited number of devices at present. WI-FI connectivity hinders saving of documents to student areas		Sept	Students' learning confidence grows through use of technology within their lessons.
	Appropriate risk assessments undertaken to ensure that all student are able to access educational trips and visits.	<i>Medium</i>	All trip leads to liaise with SENCo when planning for trips	Trip Leaders / SENCo	As required	All students are able to access trips and visits, regardless of need, and appropriate planning / staffing is put in place to ensure accessibility.
	Some students are given the opportunity to wear ear defenders within lessons	<i>Short</i>	Regular liaison with SEN and pastoral staff	SEN	As required	Students with sensitive auditory needs feel safe

						and secure in louder environments
	Risk assessments completed and shared with staff regarding students with long term mental health conditions	<i>Medium</i>	Created as and when required	SEN	As required	Risk assessments inform and help guide staff when working with and teaching students within school

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
<b>The environment</b>	The environment is adapted to the needs of pupils as required. This includes:		<i>Trip hazards around the site to be regularly checked for and reported if seen</i>	LDY / all		
	Ramps to main entrance	Long	Ensure ramps always clear and free of debris / obstruction	LDY / staff	ongoing	Wheelchair access to the site is possible
	Elevator in the main building allowing access to Maths Department	<i>Long</i>	Not all classroom spaces are accessible for users of wheelchairs or walking aids. SEN department is not accessible for wheelchair users	SLT SLT	As required	Use of ILC as and when required and re-timetabled classrooms if long term. Long-term movement of SEN department to enable wheelchair access
	Fire and evacuation policy considers disabled needs and muster station is located on the AWP therefore accessible for disabled wheelchair and walking aids users.	<i>Medium</i>	Students / visitors with walking disability to be registered at gate of AWP within seating area	Staff	As required	All members of the school and visitors are able to safely access the muster point

	3x Disabled parking bays	<i>Long</i>	Regular checking that paint is visible & only blue badge holders use spaces	LDY		
	Toilet facilities currently include 1x disabled toilet	<i>Long</i>	Changing spaces within PE are not disabled friendly Gender neutral toilet and changing spaces to be considered	SLT		Long term solution to build new toilet and changing facilities
	Selection of library shelves at wheelchair-accessible height	<i>Medium</i>	Further accessible spaces to be created if possible within LRC	Librarian	Sept	
	1x disabled access cooking station within food technology classroom	<i>Medium</i>	Regular checks to ensure that space is in working condition	LDY	Ongoing	Cooking environment is accessible to students in a wheelchair
	Handrails are on all interior stairs but are not clearly defined	<i>Short</i>	To be checked and signposted if needed	LDY	July	Signage is clear and allows for safe use
	External steps are on the whole painted however this requires a refresh	<i>Long</i>	All steps to be checked and repainted if required	LDY	July	Signage is clear and allows for safe use
	Visualizers are present but could require further development to integrate into curriculum and across facilities	<i>Medium</i>	Further integration into curriculum	MBY/ SENCo	Sept	Linked to curriculum redesign.
	WI-FI is present but is not accessible for all students or across the college site	<i>Long</i>	WI-FI is present but is not accessible for all students or across the college site Induction loops are not available as of yet	IT strategy	Ongoing	Wi-Fi signal is strong across all areas of the college and can be used safely by all staff and students (as required)

			<i>Signage is not fit for purpose regarding braille</i>			
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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
<b>Improve the delivery of information to pupils with a disability</b>	Kings uses a range of communication methods to ensure information is accessible. This includes:		<i>Internal signage updated as required</i> <i>Braille signage (if required)</i> <i>Induction loops (if required)</i>			
	Large print resources	<i>Medium</i>	<i>Teachers and TA's to liaise as to requirement / need of resources for lessons</i>	SEN / class teacher	Sept	Large print resources available for all SOW's
	Personalized provisions are created as and when required such as laminated timetabled, mood cards etc.	<i>Medium</i>	<i>Teachers and TA's to liaise as to requirement / need of resources for lessons</i>	SEN / class teacher	Sept	Students can successfully access information that has been created to match their accessibility need
	Advice from occupational health for staff with disabilities to ensure working environment is accessible	<i>Short</i>	<i>Working environment amended following any advice from Oc Health</i>	KLU	As required	All staff with disabilities can access working environment safely
	Staff mental health first aiders at main reception	<i>Short</i>		Reception team	ongoing	MH concerns can be recognized by main reception team and SEN department notified to support as required



	NQT and SCITT training covers SEN best practice	<i>Short</i>	<i>Ensure any in-house training covers SEN information and overview</i>	MBY	ongoing	Student teachers are well informed over student's needs
	Medical conditions awareness shared with staff	<i>Medium</i>	<i>New information to be shared with staff as required</i>	SEN/Reception	Ongoing	All staff aware of student's current medical needs which informs both their planning and risk assessments of learning environments
	Positive communication links with parents of students that have additional learning needs or disabilities.	<i>Medium</i>	<i>Continue to hold regular keeping in touch meetings or emails with parents throughout school year</i>	SENCo	ongoing	Information is disseminated to all involved staff thereby ensuring that communication between home and school remains strong
	All teaching and SEN staff completing ELKLAN communication course	<i>Long</i>	<i>Lockdown has hindered training schedule – to be adapted on return</i>	Staff	ongoing	All staff successfully complete communication training course

## **4. Monitoring arrangements**

This document will be reviewed every **3** years by SENCo, SLT and Governors, but may be reviewed and updated more frequently if necessary.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Learning and Teaching policy
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Lock down procedure & Emergency plan

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main building: 2 stories Beta: 2 stories Tower: 3 stories 6thform & Parts: 1 story PE: 1 story	Map out access provision for each classroom and ensure workaround for students with mobility needs	SENCo	Sept20
Corridor access	Some corridors are confined therefore could present concern for student with access issues	Staff vigilance when lining up classes before lessons start	Staff	Ongoing
Lifts	One in main building. Enabling access to top floor of main building.	Ensure that it is in working order and services up to date	LDY	Ongoing
Parking bays	3x allocated disabled bays	Ensure that paint is visible	LDY	Ongoing
Entrances		Ensure that entrances are clearly marked and accessibility arrangements in place if required (e.g. use of double door to enable wheelchair access into main reception)	Reception team	As required

Ramps	1x main entrance. 1x main hall. 1x Sports Hall. Dropped Curb by 6 <sup>th</sup> form	Ensure ramps and dropped curb are in good condition and accessible for wheelchair use	LDY	Ongoing
Toilets	Disabled toilet next to café	Ensure toilet facilities are in good working order and freely accessible to students that require access	LDY	Ongoing
Reception area	Is area accessible?	Ensure reception is free from trip hazards and signage is up to date	Reception team	Ongoing
Internal signage	Emergency signage in place	Ensure that all signage is relevant, accessible and up to date	LDY	June20
Emergency escape routes	Are routes clearly signposted to muster point	Ensure that all signage is updated and in place	LDY	May20