



KINGS' SCHOOL

Accessibility Plan

2019 - 2022

Policy Reviewed by:	TWG	Nov 2018
Approved by:	Pupil Support Committee	Jan 2019
Endorsed by:	FGB	Feb 2019
To be Reviewed	3 Yearly	Feb 2022

Kings' School Accessibility Plan 2019-2022

As a school Kings' is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

Kings' School Governing Body supports the principles and aims of the Local Authority's (LA) Access Strategy for Schools and Colleges and will work jointly with the LA to implement agreed objectives to meet the county's targets for improving access to schools and colleges.

This Plan underpins the LA's Strategy for planning to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will continue to improve access to the curriculum for students with special needs and disabilities and access to the school and its facilities for pupils, staff and visitors.

This Plan operates alongside the school's Special Educational Needs and Disabilities (SEND) policy and is consistent with it in terms of principles and approaches to resourcing.

Kings' School will actively seek to improve access for all to services in the ways set out below and will maintain an action plan which sets out the steps Kings' School will take to achieve this. The action plan will be reviewed annually and will be updated to take account of established improvements, changing needs, resource planning and availability, ensuring:

- the curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students
- educational written material usually provided to all students, to be presented in an appropriate form where necessary to SEND students, including the use of;
 - o pictorial and oral formats
 - o e-textbooks
 - o ICT hardware and software
- the physical environment of the school buildings and grounds meet the needs of all Kings' students, prospective students, staff and visitors
- a culture of inclusion, mutual trust and respect between all members of the Kings' community is established and maintained
- a community that respects and celebrates the achievements of all students at all levels.

Accessibility Plan

Key Objectives

To reduce and eliminate barriers that may restrict or reduce access to the curriculum and/or to full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

Principles

- Compliance with the Disability Discrimination Act 1985 (DDA) is consistent with the school's aims, Equal Opportunities policy and the operation of the school's Special Educational Needs and Disabilities (SEND) policy;
- The school recognises its duty under the DDA:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to discriminate against disabled pupils in their access to curricular and extra curricular activities
 - to take reasonable steps to ensure disabled pupils are not placed at a disadvantage
 - to publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the Equalities Policy
- Kings' school recognises and values parents' knowledge of their child's disability and the effect it may have on his/her ability to carry out daily activities. The school also respects the parents' and child's right to confidentiality in relation to their disability.
- Kings' school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum framework which underpin the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning
 - assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives above.

a) Education and Related Activities

The school will continue to seek and follow the advice of LA services, such as Specialist Teacher Advisors (STAs), SEND inspectors/advisers, appropriate health professionals from local and national NHS Trusts.

b) Physical Environment

In collaboration with the Hampshire County Council (HCC) Accessibility Team, the school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises; such as improved access, lighting, acoustic treatment, colour schemes, and provision of further accessible facilities and fittings.

c) Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

The Accessibility Plan will contribute to the review and revision of related school policies to include

- School Improvement Plan
- SEND policy
- Diversity and Equality policy
- Curriculum Policy

Current Accessibility Support

Learning

- Special Educational Needs Co-ordinators
- Learning Support Assistants (LSA) in class
- LSA supported Lunch Club
- LSA supported Homework Club lunchtimes and after school
- In class support for pupils of low attainment in year 7
- ELSA support
- Specialist Teacher Advisors for physical disability, communication and language, visual impairment, hearing impairment
- Adapted equipment for practical elements of the curriculum; science, technology subjects and PE
- Accessible, differentiated curriculum

Access

- Accessible toilets in all buildings
- Accessible shower facilities in Pupil Support Department and Community Sports Centre
- Lift access to upper floors
- Only 3 classrooms across the site are not accessible
- Automatic doors providing independent access to all buildings

- Ramped access to raised areas
- Height adjustable tables in all classrooms
- Accessible gym/health suite
- Hydraulic and electric poolside hoists
- Accessible outdoor seating facilities
- Accessible sporting facilities
- Accessible changing rooms and facilities in Community centre
- Additional sports wheelchairs for PE and extra curricular activities

Future Projects

- Improve arrangements for accessible door from PE corridor into Therapy Room – Sumer 2019
- Accessible door into Resource Room from Pupil Support alcove – awaiting structural survey – summer 2020
- Accessible door from Resource Room into Therapy Room – summer 2019
- Red stripes around pillars on and below the bridge – redecoration summer 2019
- Second electric pool hoist – Summer term 2019
- Third lift in the main school building – awaiting accessibility funding - 2025
- Accessible lift controls – requires new lifts – summer 2025
- Two additional disabled parking bays in the car park – complete Dec 2018