

Member of staff responsible : The Head  
Date of policy review : November 2016  
Approved by Governors : **January 2017**  
Next review date : November 2018

## **King's House School Accessibility Policy & Plan**

**This plan applies to the whole school, including EYFS.**

**This policy should be read in conjunction with the School's policies on Admissions, Equality of Opportunity, Learning Support and First Aid & Medical Conditions Management.**

### **Introduction**

King's House School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

The Special Educational Needs and Disability Act (SENDA) and the Equalities Act 2010 impose a duty on schools to consider making reasonable adjustments to 'policies, criteria and practices' to address potential issues of discrimination.

The aim of this policy is to consider what Kings House School has in place at the present time and to develop a strategy in order to:

- Reduce and, wherever possible, eliminate barriers to accessing the curriculum.
- Facilitate, promote and encourage full participation in the school community by pupils, prospective pupils, staff and adult users with a disability.

### **Definition of Disability**

Under the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment.
- The impairment has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.

For the purposes of this policy, disabled pupils may include pupils with physical, mental or sensory impairments, pupils with learning disabilities and pupils with impairment by long-term or serious illness or condition.

The duty to make reasonable adjustments is owed to all disabled pupils and their parents to ensure that they will not be placed at disadvantage. In drawing up its Accessibility Plan the School will seek to:

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

- Improve the delivery, to disabled pupils, of information which is readily accessible to pupils who are not disabled.

We continually monitor and review our provision for pupils with special educational needs and/or disabilities. The School will aim to plan for positive solutions to enable disabled pupils to participate fully in school life, but will also take into account the following factors:

- The need to maintain high academic, sporting, musical and other standards.
- The financial resources available to the School.
- The practicalities involved.
- Health and safety requirements.
- The interests of other pupils.

### **Admission of Pupils**

King's House School is a mixed ability school and is non-selective for entry into both the Nursery and Reception. Pupils entering after these points are older and are assessed to ensure that they will benefit from the education and opportunities that the school offers.

Although we strive to be a fully inclusive and welcoming school, the School is known for its high educational standards and needs to be confident that it will be able to educate and develop the prospective pupil to the best of his or her potential in line with those standards and the general standards achieved by the pupil's peers. This criterion must continue to be met throughout the pupil's time at the School. The school applies this policy to all pupils and potential pupils, regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments.

### **The Physical Environment**

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

However, the school is affected by the limitations of its layout which consists of a number of old buildings of several storeys and without lifts. The Senior Department is arranged with fixed classrooms for each subject so that all the facilities for each subject are in one place. This requires pupils to go from classroom to classroom, often up steps and stairs. It is inevitable that any pupil with impaired mobility is going to be put at a disadvantage by these arrangements, if not prevented altogether from access to some or all of the educational and other facilities the school offers.

It is not feasible to remedy these matters, without making major alterations to physical features of the school at a significant and prohibitive cost. Some necessary alterations would, in any event, be impossible to achieve due to the nature and design of the buildings themselves. Where possible, the school will make reasonable adjustments to improve physical access, but such matters will always be viewed in the light of the school's budgetary constraints.

The school values, and will consider carefully, comments or suggestions about the accessibility of the school sites by disabled pupils, parents, staff or visitors.

## **Pupil participation in the curriculum**

The School's Learning Support Department provides help and support to all pupils identified as needing it. We cater for a range of children with medical and learning difficulties.

Our teachers will make any adaptations to their teaching style that can be easily incorporated and will help to ensure that any potential barriers to learning and participation by disabled pupils are removed. When planning day or residential visits out of school, these will, where possible, be organised to places that are accessible. Staff must ensure that the appropriate risk assessments have been completed and precautions have been considered. If a visit were not accessible, the School would aim to provide alternative learning opportunities.

We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Pupils with Individual Education Plans (IEPs) are monitored and reviewed three times a year to assess progress relating to their targets.

Extra time for examinations will be permitted if an educational psychologist's report has diagnosed a specific learning difficulty or if a candidate has a physical disability or mental condition which causes him to write slowly. Appropriate access arrangements for examinations will be put in place for those pupils who need them.

## **Early Years Children (Reception Classes)**

Early Years Children are eligible to apply for Early Education Funding and, accordingly, the School has regard to the SEND (Special Educational Needs & Disabilities) Code 2015 which means:

- We plan for the four areas of need: Communication and Interaction, Cognition and Learning, Social and Emotional, Sensory and/or Physical needs.
- We have a clear approach to identifying and responding to SEN.
- That, in addition to the two specific points in the Early Years for formal assessment, we will monitor and review the progress of children throughout the year.
- Where a child appears to be behind expected levels, we will follow the methodology outlined in the Code for gathering information and seeking "Early Help" if appropriate.
- We will use the cycle of action: assess/plan/do/review to create a graduated response to needs.
- We will provide guidelines to parents to help them seek external help from specialists or request an EHC (Education Health and Care) assessment.
- Parents will be informed if their child is receiving SEN support and any decisions to involve external specialists will be taken in discussion with parents.

## **Welfare**

The School acknowledges its responsibility to inform staff of what is expected of them when they are teaching a disabled pupil and to ensure that they are adequately resourced to enable them to respond appropriately to the pupils' needs. All members of staff are kept informed about any disabled pupils in the school and specific details of their condition and needs are held on the school database. Specific instruction and training is given to those members of staff teaching pupils with disabilities. Guidance and support from external agencies will be sought for staff involved with a disabled pupil.

## Extra-Curricular Activities

Extra-curricular activities are a fundamental part of School life. Wherever possible, adjustments will be made to enable disabled pupils to overcome any difficulties that they may have and enable them to take part in such activities as far as is practicable. Disabled parents/carers will also be encouraged to participate in all such activities.

## Three Year Accessibility Action Plan

The regular review of disability provision at Kings House School has informed the action plan below. We will regularly monitor the success of this plan and it will also be reviewed annually by the governing body, the school's SMT and other appropriate staff.

Academic Year	Action
2015-2016	<p><u>New actions:</u></p> <ul style="list-style-type: none"> <li>• Differentiate between brick steps by fitting contrasting coloured nosings to edge of steps in Senior Department playground.</li> <li>• Install:               <ul style="list-style-type: none"> <li>○ Lighting to improve visibility to external main doorways and circulation areas.</li> <li>○ Wheelchair platform stair lift to allow access to hall in Junior Department.</li> <li>○ New disabled toilet, hydraulic changing bench and hoist in Junior Department.</li> <li>○ Ramp to run between buildings 61 &amp; 63 in Junior Department.</li> <li>○ Permanent level access to all weather tennis courts and 3G pitch at sports ground</li> </ul> </li> <li>• External specialist to provide training to staff on use of hoist.</li> <li>• Create new doorway to dining room/hall and widen classroom doorways to accommodate wheelchairs in Junior Department.</li> </ul> <p><u>Continue to:</u></p> <ul style="list-style-type: none"> <li>• Ensure staff can access training specific to needs of current pupils and those joining in September 2016.</li> <li>• Recruit additional SEN staff as necessary to respond to needs of pupils.</li> <li>• Review ways to improve delivery of information for disabled pupils.</li> <li>• Employ a fully qualified Nurse to offer support to pupils with medical conditions.</li> <li>• Facilitate visits from clinical professionals. e.g. Occupational therapists</li> <li>• Continue to support the use of laptops for pupils as recommended.</li> <li>• Allow extra time, provide larger font paper and computer access as necessary in exams.</li> <li>• Ensure personal evacuation plans (PEEPS) are created as necessary.</li> <li>• Accommodate dedicated carers to look after the needs of a specific pupil.</li> </ul> <p><u>Annually review:</u></p> <ul style="list-style-type: none"> <li>• The School's Accessibility plan and actions</li> <li>• Physical access to buildings and other areas where improvements could be made.</li> <li>• The School's Learning Support policy and provision.</li> <li>• Staffing requirements in the Learning Support Department following the review of LS provision.</li> </ul>

<p><b>2016-2017</b></p>	<p><u>New actions:</u></p> <ul style="list-style-type: none"> <li>• Appoint architect to: <ul style="list-style-type: none"> <li>○ Undertake accessibility audit in the Senior Dept &amp; Nursery. (Long term – 2020).</li> <li>○ Consider plans to improve access to first floor facilities in the Junior Dept. (Long term – 2020).</li> </ul> </li> </ul> <p><u>Continue to:</u></p> <ul style="list-style-type: none"> <li>• Ensure staff can access training specific to needs of current pupils and those joining in September 2017.</li> <li>• Recruit additional SEN staff as necessary to respond to needs of pupils.</li> <li>• Review ways to improve delivery of information for disabled pupils.</li> <li>• Employ a fully qualified Nurse to offer full support to pupils with medical conditions.</li> <li>• Facilitate visits from clinical professionals. e.g. Occupational therapists</li> <li>• Continue to support the use of laptops for pupils as recommended.</li> <li>• Allow extra time, provide larger font paper and computer access as necessary in exams.</li> <li>• Ensure personal evacuation plans (PEEPS) are created as necessary.</li> <li>• Accommodate dedicated carers to look after the needs of a specific pupil.</li> </ul> <p><u>Annually review:</u></p> <ul style="list-style-type: none"> <li>• The School’s Accessibility plan and actions</li> <li>• Physical access to buildings and other areas where improvements could be made.</li> <li>• The School’s Learning Support policy and provision.</li> </ul>
<p><b>2017-2018</b></p>	<p><u>New actions:</u></p> <ul style="list-style-type: none"> <li>• Install permanent ramp access from: <ul style="list-style-type: none"> <li>○ Theatre to trim trail in Senior Dept</li> <li>○ Trim trail to astro in Senior Dept</li> <li>○ Playground to trim trail in Senior Dept</li> </ul> </li> <li>• Discuss progress and evaluate options with Architects in relation to: <ul style="list-style-type: none"> <li>○ Accessibility audit of Senior Dept &amp; Nursery (Long term – 2020)</li> <li>○ Plans to improve access to first floor facilities in the Junior Dept (Long term – 2020)</li> </ul> </li> </ul> <p><u>Continue to:</u></p> <ul style="list-style-type: none"> <li>• Ensure staff can access training specific to needs of current pupils and those joining in September 2018.</li> <li>• Recruit additional SEN staff as necessary to respond to needs of pupils.</li> <li>• Review ways to improve delivery of information for disabled pupils.</li> <li>• Employ a fully qualified Nurse to offer support to pupils with medical conditions.</li> <li>• Facilitate visits from clinical professionals. e.g. Occupational therapists</li> <li>• Continue to support the use of laptops for pupils as recommended.</li> <li>• Allow extra time, provide larger font paper and computer access as necessary in exams.</li> <li>• Ensure personal evacuation plans (PEEPS) are created as necessary.</li> <li>• Accommodate dedicated carers to look after the needs of a specific pupil.</li> </ul> <p><u>Annually review:</u></p> <ul style="list-style-type: none"> <li>• The School’s Accessibility plan and actions</li> <li>• Physical access to buildings and other areas where improvements could be made.</li> <li>• The School’s Learning Support policy and provision.</li> </ul>