



# KING'S HOUSE SCHOOL

RICHMOND



## ACCESSIBILITY POLICY & PLAN

Member of staff responsible: Head  
Date of policy review: May 2020  
Date of next review: May 2022  
Approved by Governors: May 2020



**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 (which highlights the school's commitment to promoting equality of opportunity, including protected characteristics, for all current and prospective members of the school community), Learning Support and First Aid & Medical Conditions Management.**

## **INTRODUCTION**

The School aims to offer the highest quality of teaching and learning and support to all pupils in the pursuit of academic and personal excellence. The School has high expectations of all of its pupils and it strives to ensure that each and every pupil can take part in the whole school curriculum. The School values the diversity of its school community and appreciates the contribution that pupils with special educational needs and/or disabilities (SEND) 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 the School has in place at the present time and to develop a strategy in order to:

- Reduce and, wherever possible, eliminate barriers that prevent disabled pupils fully participating in the School's curriculum.
- Facilitate, promote and encourage full participation in the School community by pupils, prospective pupils, staff and adult users with a disability.
- Improve the physical environment for the benefit of disabled pupils
- Improve the delivery of information for the benefit of disabled pupils.

## **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 a 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 the 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.

The School continually monitors and reviews its 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, and in doing so 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.
- The pupil's disabilities and any preferences expressed by them or their parents.

## **ADMISSION OF PUPILS**

The School is a mixed ability inclusive school. Prospective pupils are assessed to ensure that they will benefit from the education and opportunities offered by the School.

Although the School strives 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**

The School regularly reviews and takes 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 the 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 levels 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 physical environment of the School is carefully thought about for each pupil/teacher with accessibility needs that joins us. Means of ingress, egress, classroom accessibility and any special requirements they may need to get the most out of their time with us is assessed by the Head Teacher and the Senior Management Team as applicable.

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. The School caters for a range of children with medical and learning difficulties.

The School's 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 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.

The School promotes the importance of using language that does not offend amongst both its staff and its 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 at key points throughout the 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 them 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:

- The School plans for the four areas of need: Communication and Interaction, Cognition and Learning, Social and Emotional, Sensory and/or Physical needs.
- The School has a clear approach to identifying and responding to SEN.
- That, in addition to the two specific points in the Early Years for formal assessment, the School will monitor and review the progress of children throughout the year.
- Where a child appears to be behind expected levels, the School will follow the methodology outlined in the Code for gathering information and seeking “Early Help” if appropriate.
- The School will use the cycle of action: assess/plan/do/review to create a graduated response to needs.
- The School 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 pupil's 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.

## **THREE YEAR ACCESSIBILITY PLAN**

The following has been carefully considered by the School and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation

- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The Three Year Accessibility Plan is attached as Annex A. The results of the audit and continuous monitoring of the above has informed the action plan below, which relates to the following ISI Regulatory Standards on special educational needs and disability:

<b>ISI Regulatory Standard<sup>2</sup></b>	<b>Description</b>
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the School's curriculum
3. (2)(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided or offered by the School.
3. (2)(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.



## ANNEX A

### THREE YEAR ACCESSIBILITY ACTION PLAN FOR 2018-19, 2019-2020 AND 2020-2021

The regular review of disability provision at the School has informed the action plan below. The School 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.

AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
<b>Improving access to the curriculum</b>  Use of data to highlight pupils needing support	Carry out regular standardised assessments to provide data to review pupils' progress	Time  Cost of annual subscription to CEM c£2000	Head of Learning Support, Head of JD and Deputy Head with assigned staff members  On-going  Monitored by DH	All pupils receiving regular age-appropriate standardised testing	
	Analyse data on an annual basis and review tracking	As above	As above  Annual	All pupil progress being tracked and areas of concern highlighted	



<b>AREA</b>	<b>ACTION</b>	<b>RESOURCES</b>	<b>WHO / WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>NOTES</b>
English as an Additional Language	Ensure clear info on EAL is recorded on registration / entry	Time	Registrar As parents complete registration forms On-going Monitored by Head	EAL or other language areas highlighted by parents/carers	
	Maintain a clear EAL list	Time	Head of Nursery, LS Practitioner (JD) and Head of Learning Support Termly Monitored by DH		
	Provide opportunities to monitor and develop the English of EAL pupils	Time	All staff – on-going Monitored by Head of LS	EAL pupils given necessary support to improve their English and ensure they can access the curriculum fully	



AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
Ability of the School to provide examination concessions	Regular analysis of exam concessions by year group to ensure the School has the correct resources – devices, staff and rooms	Time and minor costs	Head of LS and Deputy Head Termly as per exam schedule Monitored by DH	Ensure recommended concessions are able to be offered	
<b>Improving delivery of information</b>  Access to written material	Ensure written materials for learning are available for those with visual impairment or other learning difficulties	Time and reprographics	All staff For each set of exams Head of LS	All pupils able to read or access written material	
Use of Technology and Digital Resources	Provide devices to enable pupils to type and save their work at school	School laptops – c£400 each – currently a bank of 8  Need to replace every three years	Head of LS and Network Manager On-going Monitored by the DH	All pupils needing to type work able to do so.	
	Ensure pupils who would benefit from typing are provided with training	Touch-typing courses on offer to these pupils	Head of LS Started but on-going Monitored by DH	External provider sought to run training  Self-study option also provided	



AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
	Develop a school learning platform to allow LS pupils to save work at school and access at home	Cost per pupil to be confirmed by Dec 2018	Head of Computing and Digital Learning (C&DL) July 2019 Monitored by DH	Platform set-up and being used by pupils, parents and staff.	
	Extend the use of school I-pads to support LS pupils	Time and training	Head of C&DL All staff July 2019 Monitored by LS	Greater opportunities for the LS pupils to use I-pads for recording work	
	Investigate the use of Voice Recognition software	Cost to be confirmed by April 2020	Head of C&DL July 2020 Monitored by LS	Pupils who would benefit from using this technology able to use it	
Staff Training	Ensure the staff in the LS Department are up-to-date with the current legislation and requirements	Time and financial (approx. allowance of £750 per year)	Head, Head of LS and Deputy Head  On-going, ensuring at least one training session on LS per year  Monitored by DH	Department staff all up-to-date on training and issues	

AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
	Provide teaching staff with training on: <ul style="list-style-type: none"> <li>➤ Differentiating in class</li> <li>➤ Types of resources</li> <li>➤ Types of learning</li> <li>➤ Types of LD</li> <li>➤ Pupil-specific issues</li> </ul>	Time and financial (costs to be confirmed by Head of LS annually)	Head of LS, Head of Nursery, Head of JD and Deputy Head  On-going – as above  Monitored by LS	Staff all up-to-date on training and issues, and able to provide suitable work in class	
Ensure Learning Support Department is suitably resourced and staffed	Review Dept. on a regular basis – next in 2018	Cost of external consultant (c£2,000)	Head, Deputy Head and Head of LS  Every three years	Department operating effectively	
	Review the staffing balance within the department and across the school	Cost reviewed in March annually	SMT and Head of LS  Annually – next May 2019  Monitored by Head	Provision matching needs across the school	
	Ensure suitable staff recruited to support both Maths and English	Cost and time	SMT and Head of LS  Annually – next May 2019	Support able to be provided in both these key areas	



AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
<b>Improving the physical environment</b>	Set up step-free access between the two levels of the JD	Time and Cost to be confirmed by Sept 2018	Head of JD and Estates Manager January 2019 Monitored by Head of JD	Step free access available	
	Review accessibility of the Nursery Dept.	Time Review to be tendered for in Jan 2020	Head of ND and Estates Manager July 2020 Monitored by Head of Nursery	ND made as physically accessible as possible	
	Review ways to create step-free access across the SD playground sites – three levels.	Time and financial Cost to be confirmed by Jan 2021	Estates Manager and Head of Pastoral Care July 2021 Monitored by Bursar	Pupils able to move easily between the three levels	
	Ensure clear markings on steps across the school	Time and financial Cost to be confirmed by Jan 2020	Estates Manager July 2020 Monitored by Bursar	Clear nosings on steps	



AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
	Review hand-rails on stairs across the school	Time and financial  Cost to be confirmed by Jan 2020	Head and Estates Manager  July 2020  Monitored by Bursar	Staircases more accessible	