



## Kings' School Accessibility Plan 2024-2027

Policy name	Accessibility Plan	Owner / SMP
<b>Hampshire model policy</b>	No	
<b>Approved by Headteacher/SLT:</b>	ADS	October 2024
<b>Approved by Committee</b>	Education	October 2024
<b>To be reviewed / Next review date</b>	3 yearly	October 2027

### Accessibility Plan 2024-2027

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;
  - Pictorial and oral formats
  - Electronic work
  - 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 inclusivity, 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.

## **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 1995 (DDA) and Equality Act 2010 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 Local Authority 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) Access 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**

- Lead SENCO
- Resourced Provision Co-ordinator
- 2 SENCOs (part time)
- 6 SEND Officers in Year groups
- Learning Support Assistants (LSA) in class
- LSA supported Lunch Club
- LSA supported Homework Club lunchtimes and after school
- ELSA/Welfare support
- EAL 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
- Provision of Laptops and associated technology to improve accessibility

#### **Access**

- Accessible toilets in all buildings
- Accessible shower facilities in Pupil Support Department and Community Sports Centre
- Lift access to upper floors
- Only 2 classrooms across the site are not accessible, these are not timetabled for classes with disabled pupils
- Automatic doors providing independent access to all buildings
- Ramped access to all raised areas
- Height adjustable tables in all classrooms (5 new bought in 2024 to ensure this)
- Hydraulic and electric poolside hoist
- Accessible outdoor seating facilities
- Accessible sporting facilities
- Accessible changing rooms, hoists and facilities in Community centre
- Additional sports wheelchairs for PE and extra-curricular activities
- Accessible door from PE corridor into Therapy Room

- Disabled parking bays in the car park.

## Future Projects

To improve overall access for disabled pupils					
Target/Issue	Lead	Strategy	Resources	Timescale	Success Criteria
Resourced Provision Co-Ordinator to be involved in planning process for new buildings	RP Co-Ordinator	To help ensure accessibility to new builds/refurbishments	RP Co-Ordinator	December 2024	True accessibility achieved in new projects, e.g. ramp gradients correct
Assess suitability of all ramp access	RP Co-Ordinator	Formal assessment of ease of use and compliance to standards	HCC Access Team	December 2024	Ramps meeting accessibility standards
Equal access to the “late bus” to allow true inclusivity in after school clubs	RP Co-Ordinator	MIDAS training, including wheelchair clamping for late bus drivers. Current late bus driver and RP Co-Ordinator trained recently.	HCC training course	September 2025	Disabled pupils allowed to stay to clubs and get home safely as their peers do.
Twice yearly look around site with disabled pupils, one wheelchair user, one walker user.	RP Co-Ordinator	To check site for issues that able bodied people may overlook.	2 pupils, from Key stage 4	December 2024	Disabled pupils have their voices heard and are empowered to help bring about change to improve the school environment.
Accessible lift controls in Danemark	RP Co-Ordinator	Get quote to alter controls, to see if this is feasible.	RP Co-Ordinator	December 2024	Lift controls altered to improve pupil independence.
Accessible door to outside from Resource Room	RP Co-Ordinator	Get quotes for this work, liaise with site staff.	RP Co-Ordinator	July 2024	To improve independence of disabled pupils.
Lifts keep breaking down	RP Co-Ordinator	Involve lift service engineers to understand the issue to see how it can be resolved.	RP Co-Ordinator site staff, and lift engineers	December 2024	Lifts operate reliably, therefore ensuring the safety of our disabled pupils.
Update adaptations for Visually impaired pupils.	RP Co-Ordinator	Liaise with STaVi, (Specialist Teacher Adviser for Visual Impairment) to check site and advise on necessary adaptations.	STaVi	April 2025	To improve safety and independence of pupils with a visual impairment.