



Accessibility Plan 2017 - 2020

Policy area

Students, staff, parents

Statutory regulation

Equality Act 2010

SLT Lead

Robert Lobatto (Head)

Version

2017.1

Ratified

March 2017

Next review

March 2020



KING ALFRED SCHOOL ACCESSIBILITY PLAN

2017 - 2020

At KAS, we want all pupils to enjoy school, and to be challenged to achieve their very best. We are committed to giving all of our children and young adults every opportunity to achieve the highest of standards. We do this by taking account of their varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all.

Part A: Introduction

A.1 Purpose of Plan

This plan shows how KAS intends, over time, to further increase the accessibility of our school for pupils, staff, parents/carers and visitors with a disability.

A.2 Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

A.3 Areas of planning responsibilities

- Increasing access for pupils with a disability to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to pupils with a disability (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

A.4 Contextual Information

KAS has been in its current location since the 1920s. The site has evolved over the decades, with the construction of different buildings at different periods. Over recent years, there has been a concerted drive to increase access for pupils and adults with disabilities. This includes, for example, the provision of lifts in all our multi-storied buildings.

A.5 Current Range of known disabilities

The school has children with a range of disabilities including moderate and specific learning disabilities.

Until recently, we had a student who was a wheelchair user, who has now gone onto University.

PART B: The Accessibility Plan

(1) Increasing access for pupils with a disability to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through professional feedback and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence, knowledge and skills of all classroom teachers in differentiating the curriculum	Staff training on curriculum access Assign CPD for dyslexia, Developmental Coordination Disorder (dyspraxia), ASD, ADHD and Speech, Language and Communication Needs	On-going and as required Annual	SENCOs / DH LS/ AHT T&L US LMs (as appropriate)	All pupils have their needs met on a day to day basis in lessons by classroom teachers
Increase confidence, knowledge and skills of all Learning support staff in differentiating the curriculum	Systematic programme of staff training Online learning modules if required Feedback through appraisal cycle	On-going and as required Annual	SENCOs	All pupils have their needs met on a day to day basis in Learning Support interventions
Develop and refine our systems for identification of SEN/ disability	Review strengths and weaknesses of our existing systems Pilot new approach Review pilot, adjust, and implement	By Sept 2017	SENCOs	All additional needs are accurately identified
Develop use of ICT software & hardware to support learning	Make sure appropriate software is identified, sourced and installed where needed e.g. Clicker 7 iPad pilot	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	EVC US / Head LS	All pupils in school able to access all educational visits and take part in a range of activities

(2) Improving access to the physical environment of the school

Our aspiration is to make the site accessible for all pupils and adults. We have taken significant steps towards this, and will continue to do so.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Please see **Annex 1** for details of our plan in this area, alongside the actions specified below.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with a disability	To create access plans for individual disabled pupils as part of the IEP & Action Plan process when required	As required	SENCOs	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Head	All staff and governors feel confident their needs are met
	Be aware of access needs of parents/carers	Ongoing	Head US & LS	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	HR Officer	Access issues do not influence recruitment and retention issues
Layout of school allows access for all pupils to all areas	Actively involve pupils and parents who have a disability when considering any area of site / building redesign	As required	Head/ Governors/ Site manager/ Architect	Re-designed buildings are usable by all

Target	Strategies	Time-scale	Responsibility	Success criteria
Signage for those with visual impairments is fully in place	Yellow strip mark step edges	On going	Site manager	Those who are visually impaired feel safe in school grounds
All disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENCOs	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	SENCOs	
All IT equipment is accessible	Alternative equipment in place to ensure access to all hardware	On-going and as required	SENCOs / ICT	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	Site Manager / Architect	All disabled staff, pupils and visitors able to have safe independent egress
	Egress routes visual check	Regular inspection		

(3) Improving the delivery of written information to pupils with a disability

This includes planning to make written information that is normally provided by the school to its pupils available to pupils with a disability. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Ensure information to parents/carers is accessible.	Provide information and letters in straightforward English. Provide information in large font, supported by visual images where relevant. Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Ongoing Ongoing	WS, US and LS offices Website team	All parents receive information in a form that they can access All parents can access the relevant information via the website
Ensure the delivery of information is appropriate for pupils where there is a visual special need	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Teachers, learning Support Team, reprographics	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCOs	Staff produce their own resources in appropriate formats
SEN information is easy to access for staff	Develop SEND registers, & pupil profiles so that they are easily accessible to staff and contain the appropriate information on accessibility.	On-going	SENCOs	Staff more aware of pupils preferred method of communications

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Information in other languages is provided for pupils, parents or staff where required	Access to translators / sign language interpreters	As required	SENCO for students Bursar for Staff	Pupils, Parents and Staff feel supported and included