

ACCESSIBILITY PLAN

Committee	Risk and Compliance
Policy Type	School
Policy Owner	Bursar - Finance and Estates
Statutory	Yes
Published on website	Yes
Last review date	August 2023
Next review date	August 2024
Review Cycle	3 year review period but update as necessary during the period (Current period plan covers 2022-2025)
Expiry date	N/A
Version	1.1

Accessibility Plan 2022 - 2025

Introductory statement

This Accessibility Plan has been drawn up in consultation with the management and staff of the School and covers the three year period from August 2022 – August 2025.¹ The plan will be kept under review during this period and will be revised as necessary.

This Accessibility Plan was last reviewed in August 2022 (and updated for progress in August 2023) with a new plan set in place for the next 3-year cycle under the leadership of the Bursar - Finance and Estates and Principal.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan and other relevant policies can be made available in large print or other accessible format, if required.

Background

The School's layout and facilities

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School shares a 50-acre site with King Edward's School and its buildings date from the 1930s. The 1930s buildings – the main teaching area of the school – are on 2 levels with one lift providing access to the majority of the teaching and break out areas. There have been substantial changes to the school's facilities since April 2012 with the completion of the Ruddock Performing Arts Centre in 2012 which has a lift and includes a dance studio, drama studio and an accessible concert hall. During 2015, all toilets used by visitors to the School were refurbished.

¹ This is a period prescribed by Regulations.

During 2019 a platform lift was installed by the music classroom which means that the music classroom, practice rooms, drama workshop and music studio are now accessible. Ramps were installed coming out of the music studio and entering the back of the dining room. This means that all areas of the main school are accessible.

The art block has been extended and refurbished (completed Spring 2023). This building is now fully accessible, with a lift installed to enable access to the first floor.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the School to increase access to education by disabled and SEND pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan can be read alongside the following policies, strategies and documents:

- School Prospectus
- Equal Opportunities Policies
- Health and Safety Policy
- Special Educational Needs and Learning Difficulties Policy
- Disability Policy

The plan will be monitored through the Bursar - Finance and Estates.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware. In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Increasing the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Outcome	Timeframe	Progress towards goals/Next steps
Ensure awareness of disabled pupils' needs when they are planning to attend an Open Day	Awareness by Admissions Registrar of potential issues either with access to school areas	If needed, tours for parents or children with mobility problems are arranged either on a separate day or with a special tour guide. Designated parking spaces are available	This is a constant aim	Separate tours are delivered as required to potential pupils that need particular adjustments if appropriate.
Design the Admissions process to ensure that entrants to the entrance test are assessed fairly, with appropriate adjustments made if candidates have disabilities	Ensure the KEHS SENDCO is consulted with in relation to all potential pupils with a disability. In order to assess any reasonable adjustments required	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.	This is a constant aim	Pupils requiring extra time and special arrangements are applying to sit the entrance test
Proactive identification of pupils with learning difficulties	Review of MidYIS data to identify markers for dyslexia	Early identification of pupils with LDD	This is a constant aim	Pupils with learning difficulties are identified on a timely basis
Ensure that all staff are aware of pupils with learning disabilities	Use SIMS to communicate to all teaching staff about learning difficulties of pupils in their classes	Staff are able to make appropriate adjustments to their delivery of lessons and use of teaching resources to accommodate the needs of pupils with disabilities	This is a constant aim	There is timely communication with teachers regarding students with learning difficulties (via email and CPOMS)

Increase staff knowledge and understanding of the needs of any disabled pupils admitted to the school.	Maintaining budgets and training of specialist staff. Employ a dedicated SEND Expert and embed the enhanced processes into the school	Staff confidence in providing appropriate teaching and support for disabled pupils.	This is a constant aim Fully embedded in 2022-23	Success of disabled pupils in examinations; identification of learning difficulties The employment of a dedicated SEND expert has enhanced the information and support available to the wider teaching staff group
--	--	---	---	---

Improving the physical environment of the school to increase access to education by disabled and SEND pupils

Targets	Strategies	Outcome	Timeframe	Progress towards goals/Next steps
Provide a space dedicated to the needs of SEND pupils	Identify and refurbish a room to be allocated to SEND pupils	A refurbished SEND room will improve accessibility to the curriculum for pupils with SEND needs, improving the emotional wellbeing (and thus educational outcomes) for SEND pupils	Planned to be complete by Easter 2023	Dedicated SEND room opened Easter 2023

Continue to improve the number of access routes to the first floor in the main KEHS building	Consider where another lift could be installed Utilise the Master-planning project to understand the needs of pupils, staff and visitors (including parents)	An additional lift to the first floor in the main building will increase accessibility to the first floor	When new projects are planned consider the possibility of installing a lift	The Master planning scope includes accessibility as a key factor (stakeholder discussions have incorporated accessibility)
--	---	---	---	--

Improving the delivery of information to disabled pupils

Targets	Strategies	Outcome	Timeframe	Progress towards goals/Next steps
Ensure that teaching resources are accessible to all pupils including those with disabilities	Enlarge font on powerpoint or adopt similar strategies	If required, pupils with reading difficulties can access different types of learning material	Ongoing as required	Good outcomes for disabled pupils in exams
Ensure in lessons pupils are able to read the whiteboard/screen and that pupils are able to hear the teacher's voice	Ensure light and sound is optimised by updating projectors Ensure that staff organise seating plans to overcome any sight or hearing issues	All pupils can see and hear lessons to be able to get the best out of them	Ongoing as required	Blinds and curtains operational in all classrooms; AV equipment maintained

Use of IT to support students with disabilities in the classroom	Research new technologies for any new pupil with hearing or visual difficulties that disrupt learning	If needed, the School could use technology to assist lesson delivery	Evolving as appropriate for students attending KEHS. Teachers or SEN can investigate IT solutions available to assist lesson delivery to pupils with disabilities	Delivery of information to disabled pupils is constantly improving as needed.
--	---	--	---	---