

King Arthur's School



Accessibility Policy

Version no.	2.1
Adopted date:	19 th October 2023
Approved by Headteacher:	J Jacklin
Approved by LGB	S Mason
Next review date	September 2026

Section 1: Purpose

All schools are required by the Equality Act 2010 to implement an Accessibility Plan, which increases access to education for students with disabilities in the following three areas:

- Increasing the extent to which students with disabilities can participate in the school's curriculum; expanding the curriculum as necessary to ensure that students with a disability are as equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services; this covers improvements to the physical environment of the school and physical aids to access education.
- Improving information delivery to students with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Students
- Parents of students
- Employees
- Governing Board
- External partners

Definition of Disability:

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment, which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions: HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

School Ethos, Vision and Values

King Arthur's School is committed to a policy of equal opportunities for disabled students and staff and aims to create an environment, which enables them to participate fully within the school community. The school has responsibilities under the Disability Discrimination Act (1995) (Amended 2005) to ensure that it does not discriminate against either students or staff (and potential students and employees) with disabilities or in relation to the provision of its services. This policy also extends to individuals who are

carrying out duties through a contract with the school, and members of the public using the school's premises or facilities.

Scope of the plan

It is the school's agreed policy that adults and students with a wide range of potential needs and requirements including those with mobility impairments, sensory impairments, mental health conditions, epilepsy, Aids, asthma and progressive conditions (e.g., multiple sclerosis) are not treated less favourably for a reason that relates to their disability. The school will be compliant with the applicable legislation in order to create an inclusive environment that promotes an equality of opportunity and removes barriers to learning in every aspect of school life.

This policy document should be read in consultation with the school's Special Educational Needs Policy. The aims will also be encompassed in all school policy documents.

The school subscribes to Somerset County Council Equal Opportunities Policy with regard to employment and will continue to endeavour to appoint the best candidates, regardless of any disability. The school will also make reasonable adaptations to retain staff in post who acquire a disability.

The Governing Body has the overall responsibility for ensuring that there is compliance with this legislation.

Section 2: Aims & Objectives

Our aims are to:

- Increase access and inclusivity to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- — Improve the delivery of written information to pupils.
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Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Complete actions by
Access to the curriculum for pupils with a disability	Provision of training for physically impaired students. Additional literacy classes, Nurture group pathway, differentiated curriculum, Enhanced Learning Provision (ELP), Personalised timetables for students with complex needs. Use of external providers. Use of technology such as Chrome books/reader pens.	Short term: Staff members have the skills to support students with SEND. Good communication across the school ensures emerging needs are acted upon in a reasonable time. Medium term: Whole school community aware of issues relating to access to the curriculum. Long term: Full access to appropriate curricula will result in improved and sustained academy progress for students with SEND. Ensure all areas of curriculum can be accessed by students with physical disability. All out of school activities are planned to ensure the participation of the whole range of students.	Discuss perception of issues with staff to determine the current status of school. Detailed information on learners needs and suggestions for delivery to be provided by SENDCO. Provide appropriate training for teachers on recognising specific needs and differentiating the curriculum. Provide training for governors, staff, students, and parents. Lessons will be organised to be responsive to student diversity and staff provide lessons in which all students can achieve. There are high expectations for all students. Appropriate curricula to be developed. Classrooms will be organised to maximise access and learning for all disabilities. Ensure timetabling of rooms is compensated with additional time for classes with student who has disability.	Assistant Headteacher SENCO Teaching staff Support staff	Academic year 2023/2024

			Timetabling procedures enable curriculum to be fully accessed by children with physical disability. School induction procedures allow for this to be kept under review to suit individual needs. All areas of the curriculum are taught within a suitable teaching area. Any child with difficulty using stairs is taught within suitable teaching areas and as close to toilet provision and communal areas as possible and has access to the lifts. Review school visits policy and alter planning format to ensure any special requirements are accounted for. If applicable, accommodation will be booked to take account of students with a disability. Similarly, transport should be used which allows easy egress/entry for students with a disability. Where possible a learning support assistant will accompany students when deemed necessary.		
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Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Complete actions by
Improve and maintain access to the physical environment.	Move to new SEND base in the annexe block. Automated entrance doors improved and added into the school. Accessible paths with railing added to the school site. More ramp accessible doors included. All buildings have lifts to access all floors of buildings. Improved paving around school site Inclusion of greater access points to the school building Additional adjustable seats and tables invested by the school. Development of physiotherapy and changing facilities within the new SEND base.	Short term: Provision of up-to-date information regarding the accessibility of the school site All entrances to the school to be accessible. Medium term: Improve general conditions to external surface. Improve accessibility to school site. Long term: All classrooms fully accessible.	Audit of physical environment included in site planning. Railings on pathways to be painted with yellow reflective paint at suitable heights. A physical access audit will be carried out every two years and the results of the audit will be fed into The Accessibility Plan. The school will be expected to take “reasonable steps” to ensure that disabled adults, students and prospective students are not placed at a “substantial disadvantage” compared to non-disabled adults and students	Headteacher & Assistant Head and Site Manager in collaboration with PIMS team (GM)	Academic Year 2023/2024 Visits taken place July 23 and September 23.

	Remodelling of main school disabled access toilet. Installation of specialist toileting facilities as directed by Occupational Therapists.				
Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Complete actions by
Improve the delivery of information to pupils	Encourage use of computer software such as google classroom to read written information to students. Encouraged use of coloured overlays in the classroom when students are reading. Use Encourage use of chrome books in classrooms to record work Encourage use of reader pens in classrooms	Short term: Students have access to information in a variety of formats. Website is fully accessible. Medium term: Training sessions for staff regarding good communications systems Long term: All school brochures, school newsletters and other information for parents are available in accessible formats. Training for staff on use of chrome books and reader pens	Audit of how information is provided to students and how this can be more accessible using local services. Ensure all relevant disability policies and documents including Accessibility plan are placed on the website. Adults working at and for the school are aware of the importance of good communications systems. Training sessions for staff on use of technology	SENDCO Assistant Headteacher	Academic Year 2023/2024

Accessibility Co-ordinators:

The Accessibility Plan co-ordinators are as follows:

- Assistant Headteacher/SENDSCO responsible for vulnerable groups of students
- Assistant to the SENDSCO
- Pastoral team
- Site Manager

They will consult with the Head of School and Senior Leadership Team, and others as appropriate. In addition, the Co-ordinators seek advice from those professional advisors deemed appropriate. The Co-ordinators' responsibilities are:

- To review annually the school's policies, procedures and facilities to maximise accessibility to the school by those with additional needs.
- To make recommendations to improve accessibility through amendments to the Accessibility Plan

Awareness of Accessibility Plan:

The Policy endorsed by the Governing body. Copies are made available to all staff and those involved in the Admissions' Process. Parents of existing students have been advised of this policy via the school's website and the school supplies copies of this policy to all who request it. A copy is available on the school's website.

Those with special needs have been part of the community at the school for many years; this plan is a mechanism to improve inclusion. Most of the support mechanisms for disabled students and those with additional needs are already in place and physical alterations to the premises will continue. The school is not complacent and is actively working to improve its accessibility to disabled students, parents, staff and the public.

Associated Documents:

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

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| • Admissions | • Special Needs |
| • Curriculum | • Behaviour Management |
| • Equal Opportunities and Diversity | • School Improvement Plan |
| • Staff Development | • School Prospectus |
| • Health & Safety | • Teaching and Learning File |
| • Inclusion | |

Monitoring and Implementation:

The Leadership Team will review this policy after 1 year. An assessment will be made of the effectiveness of the policy based on available data and appropriate consultation with the school stakeholders, e.g., students, staff, governors and community groups.