



# King Charles School



## King Charles Primary School Accessibility Plan 2015/16 – 2018/19

### Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### Definition of disability

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

### Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties, governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## **Increasing Access for disabled pupils 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.*

- Residential trips
- School visits
- Extra-curricular clubs
- Breakfast and After School Club
- Leisure activities, e.g. Elemental Watersports

## **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

- Disabled parking
- Disabled ramps
- Disabled toilet
- Electric hoist and changing station in the Disabled toilet
- Emergency pull cords in the First Aid room and Disabled toilet
- ICT – laptops, learning programmes, Eye Gaze computer system
- Lifts to the second floor in both new and old buildings
- Manual hoist and slings
- Careful consideration given to classroom layouts and seating
- Space for physiotherapy to be carried out

## **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, 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 time frame.*

- School website, telephone calls, texts
- Coloured background screens to Interactive White Boards
- Coloured paper can be available on request
- 1:1 support
- Altered layouts, including text size and spacing of text
- Organisation of tasks, including task management boards, TEACCH system
- Visual/picture aids e.g. timetables, photos or pictures
- Practical resources e.g. talking tins, coloured overlays,

- Extra time

### Financial Planning and control

The Head teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

### Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
New King Charles website: to include updated SEND information report, local offer, SEND policy and links to Family Information Service (FIS)	New website – live links	Lee Moscato	Short-term	End of October 2015	<b>This has been successfully implemented and ensures that all statutory website requirements set out by DfE are in place.</b>
Ensure all staff are aware of Equality Act, 2014.	Share key points of the Equality Act, along with the Accessibility plan in staff and TA meetings.	Cathy Brokenshire & Kirsten Spargo	Short term	By end of Autumn term 2015. Annual updates	<b>Training delivered to all staff.</b>

<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Routes & external level change	Building alterations and final check of building regulations	School Business Manager	Short term	Summer 2016	<b>Building compliant with DDE regulations.</b>
Entrances/disability door	Automatic door entry to allow disabled access	School Business Manager	Short term	Summer 2016	<b>Door entry in place. This does at times fail due to the mechanics being damaged by heavy rain – investigate a 'porch' to cover the front door (note added Dec '18)</b>
Redevelopment of Library area	Redevelop the library area to create more space and ease accessibility and flow of traffic through the school	School Business Manager	Medium term	Summer 2017	<b>Library successfully redeveloped and accessible by all pupils.</b>
Visible fire alarm system (alongside the audible)	Ensure that in key areas (used by pupils with hearing difficulties) that a visual fire alarm is in place.	Office Manager	Medium Term	Summer 2019	<b>Current fire system due for renewal and as part of this, new alarm 'alerting' systems to be in place.</b>

**Ensuring inclusion in the school community**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Options for other formats are available	Raise staff awareness on who to seek advice from in school.	SLT, SENCo	Short term	Annual	
Signpost families without internet access.	Make leaflets available e.g. One Stop Shop, Family Information Service Website (FIS), SEND Local Offer, Facebook signposting	SENCo	Short term	Annual	

**Access to the curriculum - statutory**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum		Annual focus	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.		Annual focus	Increase in access to the National Curriculum – barriers removed
Training for teachers and support staff on Sen	Review the needs of children with specific issues, provide relevant training.	Teachers and support staff are aware of strategies to improve children's access to the curriculum and likelihood of success		Annual focus	Increase in access to the National Curriculum – barriers removed

<p>All out-of-school activities are planned to ensure the participation of the whole range of pupils</p>	<p>Review all out-of-school provision to ensure compliance with legislation</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p>		<p>Annual focus</p>	<p>Increase in access to all school activities for all disabled pupils</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.  Staff to attend training as appropriate. e.g. Teaching hearing impaired children in schools (THIPS)</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p>		<p>Annual focus</p>	<p>Increase in access to the National Curriculum</p>



<b>Access to information advice and guidance - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
New website: to include updated SEND information report, local offer, SEND policy and links to Family Information Service (FIS)	Develop new website update current information, on-going regular updates and live links.	New website available for parents, prospective parents to access information on all aspects of school	Short-term	By end of December 2015  Ongoing annually	School Budget
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide information in different formats when required for individual purposes		On going	Delivery of information to disabled pupils improved
Availability of written material in alternative languages	The school will trial using "Jobline" translations for key information for EAL families	The school will be able to provide information in different languages when required for individual purposes		On going	Delivery of information to EAL pupils improved
Make available school brochures, school newsletters and other information for parents on the website	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all		On going	Delivery of school information to parents and the local community improved
Introducing text messaging	The school will use text messaging to parents where appropriate	Greater communication with parents		September 2015	Delivery of information to parents

## Monitoring and Review

The King Charles Accessibility Plan was agreed by the Full Governing Board of The Killigrew Partnership at their meeting on 12<sup>th</sup> July 2016 and will be reviewed every three years.

Authorisation:

Position	Name	Signed	Date
Chair of Governors	Dave Nicoll		12 <sup>th</sup> July 2016

Equality Impact Assessment completed on 20<sup>th</sup> June 2016.