



# King Charles School – Accessibility Plan

Version 1.0

Committee Author: SLT & LGB

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Adopted by: Local Governing Board

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## Meeting your communication needs:

We want to ensure that your needs are met, if you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the Falmouth MAT on 01326 313607 or email: [secretary@king-charles.cornwall.sch.uk](mailto:secretary@king-charles.cornwall.sch.uk).



1. This Accessibility Plan has been written in consultation with pupils, parents, staff and governors of the school and covers the period from September 2019 – September 2022.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. King Charles C of E School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors 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.
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
  5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter
  6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
    - Curriculum
    - Equality Policy
    - Health & Safety
    - Special Educational Needs
    - Behaviour
    - School Improvement Plan
    - School Prospectus and Mission Statement
  7. The School's complaints procedure covers the Accessibility Plan.
  8. The Plan will be monitored by the school's Governors.
  9. The school will work in partnership with the local authority and Diocesan Authority, in developing and implementing this plan
  10. The Plan will be monitored by Ofsted as part of their inspection cycle.

### **King Charles C of E Primary School Accessibility Plan 2019 - 2022**

<b>Compliance with the Equality Act</b>				
<b>Item</b>	<b>Action to ensure Outcome</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Notes</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.	All staff are aware of the Equality Act and adhere to the key principles.	By Spring term 2019	

<b>Access to the physical environment - statutory</b>				
<b>Item</b>	<b>Action to ensure Outcome</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Notes</b>
Visible fire alarm system (alongside audible system)	Ensure that in key areas (used by pupils with hearing difficulties) that a visual fire alarm is in place.  Tender for prices from fire safety providers. Complete works.	Users of the school site with hearing difficulties are informed of a fire.	End Summer 2020	
Access to Nursery provision	Complete feasibility study into the development of the nursery with a focus on how the building is redeveloped (re-built, re-furbished, extended etc.) Gather quotes Complete research into local providers and national best practice Complete works	King Charles School Nursery is launched with a clear USP, effective marketing and leading provision both in terms of staff, resources and wider environment.	End Summer 2020	
Work area for staff	Consult staff on what 'space' is needed Investigate re-modelling of spaces in school. Tender work required. Carry out works.	Staff are provided with a dedicated work space.	End Spring 2020	
Staffroom Space	Consult with staff on requirements Gather quotes for new table areas Complete purchases	Staffroom provides a dedicated space for eating and relaxing.	End Spring 2020	
Replacement of tables and chairs	Gather quotes	Classrooms with older tables and those which do not provide correct heights are replaced.	End Summer 2021	
Relocation of CCTV equipment	Review current location and find alternative space.	CCTV housed securely.	End Feb 2020	
Secure the site (perimeter)	CIF bid funding completed. Perimeter fencing to be installed.	Site is secure and where fencing was old or damaged, replaced.	End Oct 2019	

## Improving the accessibility of information

Item	Action to ensure Outcome	Outcome	Time Frame	Notes
Documents availability in other formats	Raise staff awareness on who to seek advice from in school.	Staff are aware of the importance to provide information in a range of formats and are able to access this.	End Autumn 2019	
Signposting families without internet access	Provide times in school when, such as admissions to school places, parents can come into school and, under the direction of staff, access online forms and information.	Access to online forms etc is not hindered by not having personal access to the internet.	On-going	Summer 2019 - This has started when inviting parents into school to complete the admissions forms for secondary spaces.
Signposting to other services	SENDCo and Office Staff research additional information or, when sent information, provide links to this to parents through website, newsletter, Facebook or e mail.	Parents are well-informed about wider services in the area from partnership organisations such as LA, Children's Services, Town Council and national projects from DfE, DfH and NHS.	On-going	
Website is compliant and up-to-date	Website reviewed at least termly.	Website is fulfilling statutory role of information sharing. Website is a one-stop portal for information, policies and procedures about the school.	Termly review.	
Availability of written materials in alternative languages	Make links with Child and Family Services to ensure that approved translators are used. Provide written materials in other languages for EAL families.	Language is not a barrier when accessing written material from this school. Newsletters, letters home and texts are sent in languages that meet the needs of families.	On-going	
Use of social media platforms	Develop further the use of Facebook to include Twitter and potentially Instagram to share the work of the school and model responsible online behaviours.	Greater communication with parents through a greater range of feeds.	On-going	

<b>Improving access to the curriculum</b>				
<b>Item</b>	<b>Action to ensure Outcome</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Notes</b>
Implementation of new curriculum	Undertake a review of the curriculum. Ensure that the curriculum meets the needs of our pupils and context.	Embedded curriculum meets the needs of pupils, is engaging and enables pupils to shine. Pupils' prior learning is built upon and through careful sequencing, skills and knowledge is developed further.	End Summer 2020	
Planning for progression	Review current long, medium and short term plans. Provide training on planning for progression in skills.	Staff are confident and planning and outcomes show learning is carefully sequenced over time and enables pupils to develop their skills and knowledge.	End Summer 2020	
Differentiation	Review specific needs of 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 pupils have equal access to life-preparing learning. The use of other professional partners has been made available.	Annual focus	
Training for all staff on SEND	Review needs of children with specific needs and provide relevant training.	Teachers and support staff are aware of the strategies to improve children's access to the curriculum and improve their likelihood of success.	Annual focus.	
Access to out of school activities.	Review all out of school activities to ensure compliance with legislation.	All out of school activities are planned to ensure full inclusivity and	Annual focus	
Classrooms organisation and resources	Review classroom environment through on-going monitoring to ensure that access to resources is available for all.	Classrooms are vibrant with readily available resources. Resources are available to all.	Annual focus.	