



Accessibility Plan

Last Updated

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THE KING ALFRED SCHOOL ACCESSIBILITY PLAN

At the King Alfred School (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.

1. INTRODUCTION

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.

Definition of disability

A person has a disability if they have 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.

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.

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.

Current Range of known disabilities

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

2. 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 Feedback through appraisal cycle	On-going and as required Annual	SENCOs / DH LS/ AHT (Personalised Learning) Learning Support (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	On-going	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	IT	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	US Admin Manager / Head LS	All pupils in school able to access all educational visits and take part in a range of activities
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(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.

For planned improvements, please see our Disability Access Plan (which is available on request from the Director of Finance and Operations) together with 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 Be aware of staff, governors and parents access needs and meet as appropriate Be aware of access needs of parents/carers Consider access needs during recruitment process	As required Induction and on-going if required Ongoing Recruitment process	SENCOs Head Head LS & Deputy Head US HR Officer	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities 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/ Council/ Head of Operations	Re-designed buildings are usable by all
Signage for those with visual impairments is fully in place	Yellow strip mark step edges	On going	Head of Operations	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 Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCOs SENCOs	All disabled pupils and staff working alongside are safe in the event of a fire

All IT equipment is accessible	Alternative equipment in place to ensure access to all hardware	On-going and as required	SENCOs / IT	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 Egress routes visual check	On-going and as required and as appropriate Regular inspection	Head of Operations	All disabled staff, pupils and visitors able to have safe independent egress

(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	Head of Admissions, Marketing and Communications, US and LS offices Communications Officers	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	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
Information in other languages is provided for pupils, parents or staff where required	Access to translators / sign language interpreters	As required	SENCO for students DFO for Staff	Pupils, Parents and Staff feel supported and included