The King's School Accessibility Plan 2023 to 2025

Responsible Person: Deputy Bursar

Latest review completed: May 2023

<p style="text-align: center">The King's School Accessibility Plan</p>

Definition

A person is disabled if they have a physical or mental impairment which has a **substantial** and **long-term** adverse effect on their ability to carry out everyday activities (as defined by the Equality Act 2010).

o   substantial = more than minor or trivial
o   long-term = 12 months or more

Expectation

All staff and pupils are expected to fully support the school's commitment to its duty to:

o   **Eliminate unlawful discrimination**, harassment and victimisation and other conduct prohibited by the Equality Act 2010
o   **Advance equality of opportunity** between people who share a protected characteristic and those who do not
o   **Foster good relations** between people who share a protected characteristic and those who do not

We understand this duty to be **anticipatory**; it requires thought to be given in advance to what disabled pupils and staff might require and what adjustments might need to be made to prevent their experiencing disproportionate disadvantage.

Vision

✓   The King's School values diversity and is determined to ensure that everyone is treated fairly, with dignity and respect; where the opportunities we provide are open to all; and that we provide a safe, supportive and welcoming environment – for all pupils, staff and visitors
✓   The school is committed to making all "reasonable adjustments" to meet the needs of disabled pupils and staff in all aspects of school
✓   Our approach is guided by the social model of disability
✓   The social model centres seeing people as being disabled by barriers in society and not by what some view as their differences or impairments (this is a medical model focusing on, "what is 'wrong' with the person, not what the person needs."[1])
✓   A person's impairment is not who they are[2]
✓   We recognise that barriers can be physical (such as access to buildings) and social (i.e. people's attitudes to difference, including assumptions about what people can and can't do)[3]

Principles

o   Disabled by society over disabled by differences
o   Independence, choice and control over low expectations
o   Working with over working for
o   Transparency about our limitations over masking and false promises

Social model in action

o   We see a situation where a person can't use the stairs to enter a building as a problem with the building and not the person. The building needs a ramp to the entrance.[4]

o When a pupil with a visual impairment wants to enjoy a book like their peers, the problem is with the resources available not the pupil. The department needs to supply a full-text recording.[5]

o Using italics, underlining and too much emboldening in a text can be more difficult to read for screenreaders. The writer needs to find an alternate means of conveying and emphasising meaning, such as selective use of bold and use heading styles.[6]

Key clarifications

o We recognise and value our pupils' and staff's knowledge of their needs and their right to confidentiality

o Accessible describes anything that provides the same access as everyone else. For example, 'accessible' toilet is preferable to 'disabled toilet', 'accessible parking space' is preferable to 'disabled parking space'.[7]

o We recognise that some differences are less visible rather than hidden or invisible.[8]

o We view Neurodiversity as a spectrum that includes everyone, neurotypical and neurodivergent people alike.[9]

o We understand a learning disability to be, "a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money – which affects someone for their whole life."[10]

o We understand diagnoses such as dyslexia, attention deficit-hyperactivity disorder (ADHD), dyspraxia and dyscalculia to be learning difficulties as they do not impact a person's general intellect[11]

o We refer to how people present and how they see themselves, not their 'preference' (such as 'sexual preference' or 'preferred pronoun')[12]

o We respect that people have been diagnosed with challenging conditions and do not refer to them as 'suffering from' such conditions.[13]

o Types of need include:
• Ambulatory – such as pupils who use a wheelchair or mobility aid
• Dexterity – such as with everyday manual handling of objects and fixtures
• Visual
• Auditory/hearing
• Comprehension – this includes hidden needs, such as traits linked with autism and dyslexia

Reasonable adjustments

When evaluating the need for a reasonable adjustment to our provision, criteria or practices, we ask:

o Compared to non-disabled pupils/members of staff[14], is the pupil or member of staff at a substantial disadvantage? [15] (namely anything more than minor or trivial[16])

o Can the disadvantage be avoided? [17]

o Is it reasonable for the school to take these steps? [18]

What is reasonable? (factors to consider)

o The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014[19]

o The resources of the school and the availability of financial or other assistance[20]

o The financial and other costs of making the adjustment[21]

o The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil / member of staff[22]

- o The practicability of the adjustment[23]
- o The effect of the disability on the individual[24]
- o Health and safety requirements[25]
- o The need to maintain academic, musical, sporting and other standards[26]
- o The interests of other pupils / staff and prospective pupils / staff[27]

It is **unlawful** for a school to charge a pupil for making a reasonable adjustment in **any circumstances**[28].

Auxiliary aids (examples) [29]

- o A piece of equipment
- o Assistance from a sign language interpreter, lip-speaker or deaf-blind communicator
- o Extra staff assistance
- o An electronic or manual notetaking service
- o Induction loop or infrared broadcast system
- o Videophones
- o Audio-visual fire alarms
- o Readers for people with visual impairments
- o Assistance with guiding
- o An adapted keyboard
- o Specialised computer software

Priorities for the Accessibility Review Committee (ARC)

- ✓ Increase the extent to which disabled pupils can participate in the school's curriculum

- ✓ Improve the physical environment of the school to enable disabled pupils and staff to take better advantage of education, benefits, facilities and services provided

- ✓ Improve the availability of accessible information to disabled pupils and staff

The Accessibility Review Committee (ARC) includes, but is not exclusive to, the following roles:

- o Bursar and Premises Director
- o Head of Marketing

- o **KSC** – Deputy Head (Pastoral), Deputy Head (Academic), Learning Enhancement (SENDCo), Deputy Head (Co-Curricular), Head of Boarding, Director of Sport, Information Systems Manager and Leading Technologist

- o **JKS** – Deputy Head (Pastoral), Deputy Head (Academic) and Director of Studies, SENDCo and Deputy Head (Co-Curricular)

- o **IC** – SENDCo and Lead Teacher of English, Admissions and Administration Manager and Lead Teacher of Mathematics

- o Diversity, Equity and Inclusion Lead

Increase the extent to which disabled pupils can participate in the school's curriculum

2020-22	- Ongoing staff training and professional development in ADHD, Dyslexia, ASD and Dyspraxia - Ongoing scrutiny of pupil involvement in co-curricular activities (inc. special arrangements being made and required) - FREDIE change teams introduced to hold space for and support protected characteristics for pupils and staff – enriching whole school awareness, understanding and experiences for LGBTQIA+, Neurodiversity, Race and culture + Sexual equality - Anti-discrimination framework –anti-discrimination reporting forms reviewed in consultation with Pastoral team + FREDIE change team leads - Anti-discrimination framework – implemented progressive anti-discrimination response levels for staff + pupils - Anti-discrimination framework – anti-discrimination training delivered to: - JKS – all academic staff (inc. in support of annual Curriculum reviews) - IC – all staff + pupils - KSC – support managers + selected staff (i.e. HR, public-facing) + pupils with positions of responsibility (inc. FREDIE change teams) - JKS – HoDs handbook updated to support inclusive curriculum and pedagogy + enhanced compliance with stated aims of the Equality Act 2010 - Visually impaired pupils – appropriate alterations made to houses, all lessons can be linked to Virtual Learning Environment (VLE) and enlarged notes provided as needed *AirServer* introduced to allow classroom board to transmit to pupil tablets (and vice versa if required) - Hymn book can be digitised and made available on a tablet with an enlarged print if needed
2023	- IC – Bedrock Mapper Literacy Programme to be embedded in support of ESL pupils in accessing academic language in all subjects - KSC – Learning Enhancement champions to be launched - KSC – bespoke training for supporting neurodiverse pupils to be delivered to academic staff (in person, online and via videos on the intranet) - KSC – enhance current supply of laptops for pupils, inc. for examinations - Annual Curriculum review – identify existing and missed opportunities to usualise and actualise contributions and experience of disabled people within the UK and beyond - Anti-discrimination framework – annual training to be delivered includes: - Anti-discrimination (all pupils + staff) - Active listening and Challenging conversations (all line managers) - Data analysis – all key data sets to be analysed for patterns of disproportionate disadvantage for pupils and staff who share protected characteristics
2024	External Accessibility audit of spaces for **disabled pupils** – recommendations to be implemented and impact-monitored by relevant heads of section + to support a scalable whole-school approach to future refurbishments and developments

	o KSC – Metacognition program for Remove and 6b years groups to be implemented (inc. staff training) and impact-monitored o Inset on this too. o KSC – bespoke training for supporting neurodiverse pupils to be delivered to academic staff (in person, online and via videos on the intranet) o KSC – enhance current supply of laptops for pupils, inc. for examinations o Annual Curriculum review – identify existing and missed opportunities to usualise and actualise contributions and experience of disabled people within the UK and beyond o Anti-discrimination framework – annual training to be delivered includes: o Anti-discrimination (all pupils + staff) o Active listening and Challenging conversations (all line managers) o Data analysis – all key data sets to be analysed for patterns of disproportionate disadvantage for pupils and staff who share protected characteristics o Employ Exam Access Arrangements Co-ordinator
2025	o External Accessibility audit of spaces for **disabled staff** – recommendations to be implemented and impact-monitored by relevant heads of section + to support a scalable whole-school approach to future refurbishments and developments o KSC – enhance current supply of laptops for pupils, inc. for examinations o Annual Curriculum review – identify existing and missed opportunities to usualise and actualise contributions and experience of disabled people within the UK and beyond o Anti-discrimination framework – annual training to be delivered includes: o Anti-discrimination (all pupils + staff) o Active listening and Challenging conversations (all line managers) o Data analysis – all key data sets to be analysed for patterns of disproportionate disadvantage for pupils and staff who share protected characteristics

Improve the physical environment of the school to enable disabled pupils and staff to take better advantage of education, benefits, facilities and services provided

2020-22	- Access to Field classrooms 1-8 and Physics labs 1, 3 and 4 enabled through remodelling of areas - Access to St. Augustine's Undercroft dining enabled via installation of internal lift - Accessible Performing Arts and catering facilities and accommodation for international pupils provided by refurbishment of Malthouse site - Redecoration, replace lighting and replace furniture in line with recommendations from King's School SENDCo – work undertaken on a rolling programme, targeting 12+ classrooms per annum - KSC – ground floor Field and Palace Block classrooms identified as suitable for wheelchair access – appropriate adjustments to timetabling and furniture to be made as required - IC – good range of accessible classrooms available - JKS – classrooms identified as suitable for wheelchair access – appropriate adjustments to timetabling and furniture to be made as required - KSC – accommodation for day pupils – Mitchinson's House provides suitable access to common areas and welfare facilities - KSC – accommodation for male and transmasculine boarding pupils – Grange House includes a lift enabling access to all floors - KSC – accommodation for female and transfeminine boarding pupils – Kingsdown House includes a lift enabling access to all floors - IC – accessible accommodation available for male, transmasculine, female and transfeminine boarding pupils - KSC – accessible catering facilities – St. Augustine's Undercroft includes an internal lift providing access to the relevant facilities + catering provision within Shirley Hall (Chums) is also accessible - Accessible office accommodation – appropriate spaces and furniture available across the school and to be made available as required. - KSC –accessible toilet facilities – available at Shirley Hall - JKS – accessible toilet facilities – available onsite - IC – accessible toilet facilities – available onsite
2023	'How I like to work' form utilised by selected teams in support of better hearing, understanding and meeting the diverse needs and aspirations of their staff - Diversity, Equity and Inclusion Lead to provide Support Check-ins for relevant staff to ensure agreed reasonable adjustments are being implemented effectively and remain fit for purpose (inc. with additional support from Access to Work as appropriate) - Redecoration, replace lighting and replace furniture in line with recommendations from King's School SENDCo – work undertaken on a rolling programme, targeting 12+ classrooms per annum

	o External Accessibility audit of spaces for **disabled visitors** – recommendations to be implemented and impact-monitored by relevant heads of section + to support a scalable whole-school approach to future refurbishments and developments o Recreation centre – blueprints for changing area reviewed and amended in support of a greater range of accessible spaces for disabled and trans members o JKS – accessible accommodation – completion of site-wide masterplan review, including reconfiguration of boarding accommodation o KSC – new Science building to include an internal lift providing access to all floors o KSC – Shirley Hall – external lift will be installed by September 2023 o KSC – Library – site survey to be undertaken with view to installing stair lift access
2024	o KSC – accessible toilet facilities – to be installed at the St Augustine's dining facilities o Redecoration, replace lighting and replace furniture in line with recommendations from King's School SENDCo – work undertaken on a rolling programme, targeting 12+ classrooms per annum o External Accessibility audit of spaces for **disabled pupils** – recommendations to be implemented and impact-monitored by relevant heads of section + to support a scalable whole-school approach to future refurbishments and developments o Diversity, Equity and Inclusion Lead to provide Support Check-ins for relevant staff to ensure agreed reasonable adjustments are being implemented effectively and remain fit for purpose (inc. with additional support from Access to Work as appropriate) o KSC – The Precincts dining hall – Phase 7 of existing building works to include lift provision to allow full access to the facilities on the first floor o Recreation centre – planned renovation to support a greater range of accessible spaces for disabled and trans members
2025	o Redecoration, replace lighting and replace furniture in line with recommendations from King's School SENDCo – work undertaken on a rolling programme, targeting 12+ classrooms per annum o External Accessibility audit of spaces for **disabled staff** – recommendations to be implemented and impact-monitored by relevant heads of section + to support a scalable whole-school approach to future refurbishments and developments o Diversity, Equity and Inclusion Lead to provide Support Check-ins for relevant staff to ensure agreed reasonable adjustments are being implemented effectively and remain fit for purpose (inc. with additional support from Access to Work as appropriate)

Improve the availability of accessible information to disabled pupils and staff

2020-22	o Large print format materials are available as required and on request o Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and language barriers are considered as required o Pupils supported to become more aware of their own and others' learning styles, collaborative working strategies, empathy for others and access needs o The Wellbeing Hub – launched for pupils, staff and parents/guardians o PEEP (Personal Emergency Evacuation Plan) forms reviewed internally + externally
2023	o Website – introduce annual review of web content in line with general principles of usability and universal design, inc. level 2 (AA) of Web Content Accessibility Guidelines (WCAG) 2.1 o Website – create guidelines on how to create accessible content to help colleagues working on our websites o Website – increase awareness of local services, including those provided through the LA, for providing information in alternative formats when required or requested o Website – add reference to AccessAble to support visitors to find local wheelchair friendly venues or accessible facilities o Create site map including locations of all accessible parking and toilets o Recruitment – annual review of application form template to ensure school's strategic and practical commitment to DEI is strongly represented and served o IC – Bedrock Mapper Literacy Programme to be embedded in support of ESL pupils in accessing academic language in all subjects o The Wellbeing Hub – annual impact review
2024	o Website – annual review of web content in line with general principles of usability and universal design, inc. level 2 (AA) of Web Content Accessibility Guidelines (WCAG) 2.1 o Recruitment – annual review of application form template to ensure school's strategic and practical commitment to DEI is strongly represented and served o The Wellbeing Hub – annual impact review – inc. parent/guardian engagement
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Additional notes

o The school's Estates Committee meet to review the whole school accessibility plan at least once a year.
o SLT will review the financial implications of the accessibility plan as part of the annual budget review process.

- Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.
- This plan is available on request to any current or prospective parent, guardian, member of staff or applicant for a post at the school who requests it.
- This plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

[1] Social model of disability (2022) Scope
[2] End the Awkward (2022) Scope
[3] Social model of disability (2022) Scope
[4] Social model of disability (2022) Scope
[5] Social model of disability (2022) Scope
[6] Make your content accessible (2022) University of Kent
[7] Scope house style guide (2022) Scope
[8] Scope house style guide (2022) Scope
[9] Scope house style guide (2022) Scope
[10] Learning disability or learning difficulty? (2022) Mencap
[11] Learning disability or learning difficulty? (2022) Mencap
[12] Scope house style guide (2022) Scope
[13] Scope house style guide (2022) Scope
[14] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 5)
[15] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 20)
[16] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 4)
[17] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 20)
[18] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 20)
[19] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 7)
[20] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 7)
[21] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 7)
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[24] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 7)
[25] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 7)
[26] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 7)
[27] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 7)
[28] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (p. 15)
[29] TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Rights Commission (pp. 16-17)