



**Strategic Accessibility Plan**  
**March 2017 – March 2020**

Persons responsible: Deputy Head (Academic) & SENCO  
Reviewed: March 2017

## **ETHOS AND AIMS**

The King's School, Canterbury (KSC) aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an Admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as stated in our aims and ethos on our website.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the school.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

## **CONTEXT**

As at 8<sup>th</sup> March 2017 KSC has 0 statemented pupils, there is 1 Looked After Child (LAC) and 26 English as Additional Language (EAL). Pupils with individual education plans are monitored regularly to assess progress relating to their Individual Education Plan (IEP) targets.

We have pupils with medical disabilities. These include dyslexia, dyspraxia, ADHD, visual impairment, broken limbs. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in our day-to-day management. We have staff with medical disabilities ranging from diabetes, hearing impairment, palsy, ME, MS, to mobility issues and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

At KSC we have set up a disability policy review committee which consists of the three Deputy Heads, the Bursar, the Estates Bursar, the SENCO and we may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

- to review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled

- to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- to prepare the school's disability inclusion, SEN and learning support policy
- to prepare the school's accessibility plan
- to review such plans and policies as necessary and at least on an annual basis

We last conducted an audit of our provision for pupils with special educational needs and/or disabilities on 2<sup>nd</sup> February 2017. We intend to obtain the views of teaching and non-teaching staff and pupils via means of a questionnaire at the start of the next academic year. We will use the results to ascertain staff's understanding of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. The school's governors and local authority will also be consulted during the audit process. The results of the audit will inform the next phase of our school accessibility plan.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and the school's disability policy review committee (as above). The governing body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

## **ACTION PLAN**

The following are carefully considered by the school's disability policy review committee and are regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of the KSC audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. 2(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
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Practicalities: the ongoing three year review (March 2017-2020) with selected information from the last 24 months showing progress and context

### 1. Access to Physical Environment

Responsible Persons: Estates Bursar, Bursar

Issue	Resolution	Target date for implementation	Date achieved / Notes
Access to Field classrooms 1-4 via undercroft restrictive due to two sets of steps	Area to be remodelled as part of Precincts refurbishment project.	Summer 2020	Currently at RIBA stage 2.
Access to Palace classrooms 1-3 restrictive due set of steps	Provide ramps over steps with appropriate run and angle.	August 2017	
Access to Physics labs 1, 3 & 4 restrictive due set of steps	Area to be remodelled as part of Precincts refurbishment project and new Science block on the current Mitchinson's Day house footprint.  New Mitchinson's Day House being built.	Summer 2020  Summer 2017	Currently at RIBA stage 2.  At construction phase.
Access to Geology lab restrictive due set of steps	Provide ramps over steps with appropriate run and angle.	August 2017	
Access to Art restrictive due set of steps	Provide ramps over steps with appropriate run and angle.	September 2016	
Access Careers restrictive due set of steps	Provide ramps over steps with appropriate run and angle.	September 2016	Ramp installed.
Access Synagogue restrictive due set of steps	Provide ramps over steps with appropriate run and angle.	September 2016	Ramp installed.
Access to JKS – IT on first floor not accessible.	Install platform lift.	July 2018	

Access to JKS – Art on first floor not accessible.	Install platform lift.	July 2018	
Access to JKS – Drama in Barn restrictive due set of steps	Provide ramps over steps with appropriate run and angle.	September 2016	Ramp installed.
Access to St. Augustine’s Library restrictive due to steps up to building and down steps to Undercroft dining.	Provide an external platform lift.	September 2019	Historic England to be consulted due to listed status
No accessible accommodation on ground floor Bailey, Broughton, Jervis, Meister Omers, School House and Walpole	Galpin’s refurbishment planned to provide ramp across ground floor entrance. Grange, Kingsdown, Tradescant are reasonable accessible but furthest from main part of School.  School House refurbishment planned to provide ramp across ground floor entrance.  Adapt space in Luxmoore (girls) & Linacre (boys) to provide a nuclei of accessible accommodation close to heart of the school.	September 2017  September 2018  Feasibility study by September 2017, installed by September 2019	Specification and measured survey drawings and asbestos R&D survey complete, ready to tender, concurrently awaiting listed building consent.  Include as part of 7 year plan and M&M works for 18/19.
No current access to first floor JKS Boys boarding and second floor Girls boarding	Access / feasibility audit.	September 2017	
Main Dining room the Precincts not currently accessible.	Area to be remodelled as part of Precincts refurbishment project.  Ground floor dining room provided	Summer 2020	Currently at RIBA stage 2.

<p>Access to changing and showering provision in JKS Sports Hall restrictive due to current layout and space.</p> <p>Current open air swimming is not fully accessible due to steps.</p>	<p>Currently under a feasibility study with A. Whittich Architects and Norwegian Log to provide new wet and dry changing and specialist facilities and new cover for pool and adaptations to improve accessibility including a hoist.</p>	<p>Summer 2020</p> <p>Sept 2020</p>	<p>Currently at RIBA stage 1.</p> <p>Structural Survey also complete.</p> <p>JKS currently raising funds.</p>
<p>Access to No.25 Bursary restrictive due to steps.</p>	<p>Leased from Dean and Chapter and installation of an appropriate ramp would require agreement and listed consent. Alternative meeting facilities available on ground floor of Lattergate.</p>	<p>March 2020</p>	<p>Seek initial approval from with Dean and Chapter.</p>
<p>Accessible performing arts and catering facilities</p>	<p>Refurbishment of Malthouse site will provide the School with modern facilities that will be accessible to pupils, parents and the wider community.</p>	<p>September 2018</p>	<p>At RIBA stage 3</p>
<p>Accessible accommodation for international pupils</p>	<p>Purpose built accommodation for international provision that will be accessible.</p>	<p>September 2018</p>	<p>At RIBA stage 3</p>
<p>Access to first floor of 1-3 St. Radigund's restrictive because of narrow staircases, formerly 3 cottages combined to make Estates facility.</p>	<p>Look to re-locate offices/workshops/welfare area and convert present space into residential accommodation.</p>	<p>September 2019</p>	<p>Currently land searching with local Estate Agents.</p>
<p>Academic office</p>	<p>Steps to access; difficult for disabled pupils. Moving to ground floor location in the Grange</p>	<p>September 2017</p>	
<p>Improve lighting around Green Court</p>	<p>Low level of lighting currently; lessons and pupil traffic in the dark, around Green Court and through Dark Entry</p>	<p>SMT, Estates Bursar,</p>	<p>In discussion: this is a World Heritage Site, and Cathedral controlled. Some lights have been installed. Helps all pupils as well as visually impaired.</p>

## 2. Access to the Curriculum

Target	Strategies	Responsibility	Target date for completion	Date completed	Notes
Staff proficiency and confidence in differentiating for pupils with SEND	Ongoing staff PD and training in ADHD, Dyslexia, ASD, Dyspraxia	DHA, SENCO	June 2017		Review June 2017  Whole school INSET planned for 2017-18
HoDs to consider needs of SEN pupils in their curriculum planning	Better differentiation of subject material; awareness of the issue (DHA to flag in HoDs meetings); training from SENCO (done 2015-16 and ongoing 2016-17)	DHA, SENCO	June 2017		Review June 2017  Whole school INSET planned for 2017-18
Pupil access to VLE, laptops	Back-up sources of information, syllabuses, lesson notes, preps – to compensate for difficulties in class, seeing, hearing, attendance	DHA, DHP, SENCO	June 2016	Achieved. Fully accessible from a range of devices and very well used by pupils	Ongoing review and move of more resources to VLE.
Reading pens	We have just ordered (Feb 2017) reading pens for some students who will trial them for us. Every child here and at JKS has access to Text Read Write Gold a programme for dyslexics which you can speak into, change fonts colours and many many other things.	SENCO	Summer 2017		This summer the department well all be given refresher training in its use. IT help students to install the programme.
Arrangements for Visually Impaired students	Two registered blind students. In both cases the houses were gone over with students /parent and alterations made re stairs and doors. Including all stairs had at least the	SENCO, DHP	Summer 2016	Summer 2016	Achieved as detailed here.  Ongoing review and adjustment.  Review: Sep 2017

	<p>top step and bottom step highlighted in yellow. Both students needed extra light and this meant either being by a window or in one case additional lighting added to her dorm. Grab rails were also installed.</p> <p>All lessons for both were linked via the smart board and their devices, or enlarged notes were supplied or emailed to the students. Neither would use Braille in spite of exam boards demands. Both had extra time, modified papers, readers, rest breaks and separate invigilation to ensure their exams went smoothly. Someone from support department always available to deal with any unexpected events. IT were always involved with the technical side.</p>				
Two students with hemiplegia	They were equally supported with access to house and lessons being carefully considered and altered. As were exams and they both had individual access arrangements to suit their specific needs.	SENCO	2015-16 academic year	Summer 2016	Completed but adjustments made to suit their needs, ongoing, review: Sep 2017.
Pupil with Muscular dystrophy	Received support re accessing areas physically. Exams and pain management were	SENCO	May 2016	May 2016	Achieved and ongoing with public and internal exams. Review: Sep 2017



	also support throughout his difficulties and many operations. Staff sent all work home and he received extra support in all subjects. We also fed him during exams as the combination of 50% extra time and rest breaks meant he worked for hours. His seating was changed regularly during exams as well to help him cope.				
Staff awareness and expertise when teaching: full access to lessons, learning, involvement, pastoral care	All our staff here receive training on many issues, physical, mental, eating disorders stress, well-being, screen addiction and more every year.	DHP, SENCO	Ongoing	Ongoing with regular training (next in April 2017 to whole staff)	Review on success of this: Sept 2017 (DHP)
New staff induction and training: awareness and skills	We provide inset training to new staff with a booklet of advice for a variety of issues they may find in class. We have already attended Department meetings in four subjects to give them more advice generally and with specific students. This will continue.	DHP, Professional Tutor, SENCO	Ongoing	Ongoing	Review of this: Sept 2017 (DHP)
Visual impairment: difficulties with courses	Pupil struggling to achieve three academic A levels with VI: BTEC laid on through collaboration with Folkestone Academy	DHA, Head of PE	Sept 2015 onwards	Achieved	Successful.
Visual	New GCSE on Health	DHA,	Sept 2013-	Achieved	Successful – to allow

impairment: not enough GCSEs available	& physiology provided especially for one pupil	SENCO	June 2015		7 GCSE grades to get to Loughborough university
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### 3. Access to Co-curricular activities

Target	Strategies	Responsibility	Target date for completion	Date completed	Notes
All pupils participate fully in extra curricular activities	Scrutiny of pupils involved, appropriate activities and sports chosen, consideration of if/what special arrangements are being made for them, transport to pitches, river, sports centre	SDH, Head of Sport, SENCO	Achieved and ongoing through regular conversations about individuals	Ongoing	One pupil (Visual impairment) competed successfully in the Paralympics (2016) and World Junior Championships (skiing, 2017)

### 4. Access to Information

Target	Strategies	Responsibility	Target date for completion	Date completed	Notes
Clear, regular home to school communication	Emails, phone, iSAMS Parent Portal, meetings with parents – HSMS and PT meetings once each year	SMT/Academic Office/HSMs	Ongoing	Ongoing	Parents are well informed and in regular communication with the school
All pupils become more aware of their own learning styles, others' learning styles, collaborative working strategies, empathy for others and access needs	PSHE topic discussions, assemblies where this is raised directly or tangentially; charity appeals by pupils; pupil advocacy; celebration of success; careful pastoral steering in houses within peer groups in relating to each other and those with disabilities.	SDH, DHP, DHA, SENCO, HSMs	Ongoing	Review on effectiveness: Oct 2017 meeting	Feedback from pupils, parents, HSMs, LS tutors important here to gauge effectiveness.

	Making full access routine and normal.				
Smooth transfer and start at KSC from JKS or other schools with full briefing, access to information	Website, Parent Portal, publications, meetings, joined up thinking and all parties full briefed through email, meetings, policy and supporting resources. Availability to visiting parents and pupils, effective liaison with Admissions. Awareness (individual new pupils flagged up) of the details of the cases to all who need to know – HSMs, tutors concerned.	SHD, DHP, SENCO, HSMs	Ongoing	Review on effectiveness: Oct 2017 meeting	Feedback from pupils, parents, HSMs, LS tutors important here to gauge effectiveness.
Visually impaired	School provide iPad – very large font enabled. And Air Server allows board to transmit to pupil iPad	DHP, IT head	Sept 2013	Achieved and upgraded each year	Very successful in these particular cases
Visual impairment	Hymn book not available online so participation in assemblies limited.	DoMusic	Sep 2017		Need to scan hymn book and upload: ongoing.

## Equality Act Policy in Relation to Exams

### **Equality Statement**

The King's School, Canterbury 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 staff, students and visitors.

### **Equality Impact Assessment (EIA)**

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

### **Introduction**

Facilities exist for pupils with disabilities to access the curriculum and all relevant areas of the School. The School recognises its responsibility to provide equal access to education for all pupils irrespective of disability and confirms its commitment to ensure that no pupil will be treated less favourably as a result of disability.

### **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 their ability to carry out normal day-to-day activities.

### **The King's School, Canterbury accessibility plan**

The physical environment will be reviewed for the purpose of increasing the extent to which disabled pupils are able to take advantage of educations and associated services.

### **Treatment of Students**

The School is committed to the fair and equitable treatment of all pupils regardless of disability. Furthermore, the School is committed to make all "reasonable adjustments" to meet the needs of disabled pupils in all aspects of School life.

### **Access to Examinations**

Plan with timescales – updated March 2017

Responsibility for these:

Deputy Head (Academic) and SENCO, in liaison with the Exams Officer

### **Ensuring that the examination/examinations centre is accessible:**

#### **The Building**

As stated above, facilities exist for pupils with disabilities to access the curriculum and all relevant areas of the School.

- In all cases, examination rooms will be used on the ground floor of the School, these are all located near emergency exits.  
The Shirley Hall is accessible (external lift to first floor). Locations are chosen to be accessible to disabled students (in place, review: Sept 2017)
- A private room can be arranged for an examination, where appropriate, with the Exams Officer checking that the environment is suitable for the candidate. For example, that there is enough room for a wheelchair and its supports. (in place, review: Sept 2017)
- Provision will be made, where appropriate, to ensure that those who need to take medication during the course of an examination, can do so in privacy and as quickly as possible. (in place, review: Sept 2017)

- Examination rooms will be arranged, where possible, close to an accessible toilet. (in place, review: Sept 2017)
- The School is committed to making all “reasonable adjustments” to meet the needs of disabled pupils, where necessary. For an exam, this may mean choosing a room that ensures that the candidate feels most comfortable or arranging specific lighting or tactile surfaces, etc. (in place, review: Sept 2017)
- The School will ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment. (in place, invigilators trained, review: Sept 2017)

### **Seating**

- Candidates will be seated in the examination room so as to make them feel more comfortable and to limit disruption for others. (in place, review: Sept 2017)
- There will be sufficient space between desks and chairs to enable a candidate (or invigilator) that uses a wheelchair to enter and leave the area without difficulty. (in place, review: Sept 2017)
- Chairs will be made available, where necessary, outside the examination rooms to enable those with mobility issues to sit and rest before they enter the examination. . (in place, review: Sept 2017)
- We will ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture. (in place, review: Sept 2017)

### **Signage**

- We will ensure that all the signs for the examination and those provided by the JCQ are suitably sized and adapted to meet the needs of candidates with a disability. (Not adapted yet. Three VI pupils in the school have modified papers in the main room, sometimes with a practical assistant. Adaptations are made where necessary. Seating plan is adapted (in place). Review to policy: Sep 2017)
- Sign content will be simple, short and easily understood. Text and lettering will be in a clear, uncomplicated and reasonably sized font. (in place, review: Sept 2017)

### **Emergency Evacuation**

- The Exams Officer and invigilators will know what procedures are in place for those with a disability, in particular, for those who may need assistance to leave a building. They will make sure that when evacuation and emergency procedures are being explained to candidates, attention is given to appropriate explanation for those with a disability whose arrangements may be different. (in place, review: Sept 2017)

### **Resources**

- Where computers are being used for an examination, the School will ensure that hardware and software has been properly adapted and tested for those who may use them, such as people with a visual or aural impairment. The School will also ensure that there are backups and alternatives in case support equipment ceases to function. (in place, review: Sept 2017: responsibility joint with Head of IT).

### **Improving the candidate experience**

The Exams Officer will maintain a good, positive working relationship with the Learning Support department to ensure that there are clear lines of communication. (in place, review by DHA: Sept 2017)

Evidence to support applications for access arrangements will be obtained and recorded using key guidance provide by the Joint Council for Qualifications (JCQ) booklet, Access Arrangements and Special Consideration, to ensure that appropriate arrangements and facilities are made available which meet the

requirements of any candidate with a disability. This will ensure the consideration of a whole range of adjustments, which can be made to ensure that there is a level playing field for candidates with a disability. These adjustments may include:

- Modified test papers, for example, enlarged print or Braille. (in place, review: Sept 2017)
- Up to 25 per cent extra time (or considerably more if a candidate's disability is of a profound and extensive nature). (in place, review: Sept 2017)
- A reader or scribe. Ensuring that the candidate is placed with a member of staff that they are used to working with and feel comfortable with. . (N/A currently but available, review: Sept 2017)
- Supervised rest breaks. (in place, review: Sept 2017)
- Different coloured scripts. (in place, review: Sept 2017)
- Use of a bilingual dictionary. (in place, review: Sept 2017)
- A prompter. (in place, review: Sept 2017)
- Use of a computer or other technology. (in place, review: Sept 2017)
- Use of an individual room. (in place, review: Sept 2017)
- Exam results are made available through the pupil portal for all pupils individually (in place, review: Sept 2017)