

# Strategic Accessibility Plan

## March 2017–March 2020

### **ETHOS AND AIMS OF The King’s School, Canterbury**

The King’s School, Canterbury 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.

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 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 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**

At 1 March 2020 we have 0 statemented pupils, 171 School Action, 4 School Action Plus, 0 Looked after Children and 83 EAL pupils, including the International College. Any pupils with individual education plans are monitored [twice yearly] to assess progress relating to their Individual Education Plan (IEP) targets (currently 0 pupils with IEPs).

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 (such as school trips).

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 the day-to-day management at King’s. 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 an accessibility plan committee which consists of three Deputy Heads, Bursar, Deputy Bursar (Finance), SENCo and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review [annually] the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. 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
3. to prepare the school's disability inclusion, SEN and learning support policy
4. to prepare the school's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis

We have conducted an audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils were obtained via means of a questionnaire conducted in [insert date]. We have used 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 were also consulted during the audit process. The results of the audit inform our school accessibility plan which is a written action plan with targets. The plan and targets is available to all teaching and support staff, pupils and parents after approval.

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 King's School, Canterbury's 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:

<b>ISI Regulatory Standard</b>	<b>Description</b>
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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.

**Practicalities** – 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: Bursar, Premises Director

Issue	Resolution	Target date for implementation	Date achieved / Notes
Access to Field classrooms 1-8 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. Work to be undertaken as phase 7 of the Science programme, currently expected to be completed in Summer 2022
Access to Palace classrooms 1-3 restrictive due to a set of steps	Provide ramps over steps with appropriate run and angle.	August 2017	Alternative classrooms have been identified as accessible
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.	Summer 2021	Currently at RIBA stage 3. Mitchinsons has been demolished and construction work will commence in Summer 2020. Within new building lift access will enable access to all floors of the existing Physics block.  Mitchinsons Day House Completed in 2018.
Access to Physics and Geology labs restrictive due to sets of steps at entrance	Provide ramps over steps with appropriate run and angle.	Summer 2021	Part of redevelopment of Science project
Access to Art restrictive due set of steps	Provide ramps over steps with appropriate run and angle.	September 2016	Access via ramp is prohibited due to the location of the stairwell. Work is currently being undertaken to review Blackfriars, with a possible link to Beerling Hall, which could provide teaching facilities on the ground floor.

Access Synagogue 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 2020	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 nuclei of accessible accommodation close to heart of the school.	September 2017  September 2018  Feasibility study by September 2017, installed by September 2019	Galpins undertaking refurbishment works, due for completion in September 2020.  Accessible boarding and day accommodation is available within the school – Day – Mitchinsons Boarding Girls – Luxmoore Boarding Boys – Galpins (work currently underway).
Main Dining room in 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. Work to be undertaken as phase 7 of the Science programme, currently expected to be completed in Summer 2022
Access to No. 25 Bursary restrictive due to steps.	Leased from Dean and Chapter and installation of an appropriate ramp would require agreement and listed consent.	March 2020	Unable to provide ramp access – meeting rooms available in Lattergate offices.
Accessible performing arts and catering facilities	Refurbishment of Malthouse site will provide the School with modern facilities that will be accessible to pupils, parents and	April 2019	Completed
Accessible accommodation for international pupils	Purpose built accommodation for international provision that will be accessible.	April 2019	Completed
Access to first floor of 1-3 St. Radigund's restrictive because of narrow staircases, formerly 3 cottages combined to make Estates facility.	Look to re-locate offices/workshops/welfare area and convert present space into residential accommodation.	September 2019	Meeting space and office available on the grounds floor. Some alterations would be required to enable free access to welfare facilities. We are no longer looking to relocate the premises function.
Academic office	Steps to access; difficult for disabled pupils. Moving to ground floor location in the Grange.	September 2017	Completed

Improve lighting around Green Court	Low level of lighting currently; lessons and pupil traffic in the dark, around Green Court and through Dark Entry	SMT	In discussion: this is a World Heritage Site, and Cathedral controlled. Some additional lights have been installed.
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## 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	September 2018	Ongoing through VLE resources, dept reps, INSET briefings
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 2016-17)	DHA, SENCO	June 2017	March & June 2017 HoDs' meetings; whole-school inset Sep 2018	Discuss again with HoDs each year.
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 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 other things.	SENCO	Summer 2017	Summer 2017	In Summer 2017 the LE department were all given refresher training in its use. IT help students to install the programme.

Arrangements for Visually Impaired students	Recently 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 top step and bottom step highlighted in yellow. Both	SENCO, DHP	Summer 2016	Summer 2016	Achieved as detailed here.  Ongoing review and adjustment.
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	<p>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>				
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Pupil with Muscular dystrophy	Received support re accessing areas physically. Exams and pain management were 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.	SENCO	May 2016	May 2016	Achieved and ongoing with public and internal exams. Review: Sep 2017
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 2019 to whole staff)	Review on success of this: Sep 2019 (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	DHP, Head of TD, SENCO	Ongoing	Ongoing	Review of this: Sep 2019 (DHP)

	Department meetings in four subjects to give them more advice generally and with specific students. This will continue.				
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 and ready to be implemented again if needed.
Visual impairment: not enough GCSEs available	New GCSE on Health & physiology provided especially for one pupil	DHA, SENCO	Sept 2013-June 2015	Achieved	Successful – to allow 7 GCSE grades to get to Loughborough university

### 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	Completed	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	Emails, phone, iSAMS Parent	SMT/Academic Office/HSMs <a href="http://www.kings-school.co.uk">www.kings-school.co.uk</a>	Ongoing	Ongoing	Parents are well informed

communication	Portal, meetings with parents – HSMS and PT meetings once each year				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. Making full access routine and normal.	SDH, DHP, DHA, SENCO, HSMs	Ongoing	Discussion at HoDs' meetings. Awareness of all teachers; a promotion of a generous tolerant culture.	Feedback from pupils, parents, HSMs, LE teachers important here to gauge effectiveness.
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	Regular reviews and joint meetings at JKS with DHA and DHP to work on smooth transition and clear communication.	Feedback from pupils, parents, HSMs, LE 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	2013 onwards	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 2020		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**

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

#### **Responsibility:**

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

#### **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.  
Shirley Hall is accessible (external lift to first floor). Locations are chosen to be accessible to disabled students (in place, review: Sept 2020)
- 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 2020).
- 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 2020).
- Examination rooms will be arranged, where possible, close to an accessible toilet (in place, review: Sept 2020).
- The School is committed to make 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 2020)
- 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 and invigilators trained, review: Sept 2020)

#### **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 2020).
- 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 2020).
- 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 2020).
- 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 2020).

#### **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. Adaptations are made where necessary. Seating plan is adapted (in place). Review to policy: Sep 2020.
- 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 2020).

### **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 2020)

### **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 2020; 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 Sept 2020)
- 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 2020).
  - Up to 25 per cent extra time (or up to 50% if a candidate's disability is of a profound and extensive nature) (in place, review: Sept 2020).
  - 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 (available, review: Sept 2020).
  - Supervised rest breaks (in place, review: Sept 2020)
  - Different coloured scripts (in place, review: Sept 2020)
  - Use of a bilingual dictionary (in place, review: Sept 2020)
  - A prompter (in place, review: Sept 2020)
  - Use of a computer or other technology (in place, review: Sept 2020)
  - Use of an individual room (in place, review: Sept 2020)
  - Exam results are made available through the pupil portal for all pupils individually (in place, review: Sept 2020)