



THE
KING'S SCHOOL
CANTERBURY

Accessibility Plan 2020-2027

Responsible Person: Deputy Bursar

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Next Review Due: January 2027

Summary of changes compared to previous version:

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Legal requirements

“Although the production of an accessibility plan is not part of the requirements of the independent school standards, it should be noted that there is a requirement for such a plan to be prepared, published, reviewed, revised and implemented by the proprietor of an independent school under paragraph 3 of Schedule 10 to the Equality Act 2010 and inspections may report on the performance of the duties here.

Accessibility plans should include intentions for improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education, benefits, facilities and services provided or offered by a school.

Plans must also cover matters other than premises relating to participation in curriculum by, and delivery of information to, disabled pupils, for instance by appropriate provision of equipment.”

[Independent School Standards Guidance](#) (DfE., p.38) [last accessed 20.01.26.]

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](#) [last accessed 20.01.26.].

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

Expectation

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

- **Eliminate unlawful discrimination**, harassment and victimisation and other conduct prohibited by the [Equality Act 2010](#)
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **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.”ⁱ⁾)
 - A person’s impairment is not who they areⁱⁱ⁾
 - 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)ⁱⁱⁱ⁾

Principles

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

Social model in action

- 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, i.e. the building needs a ramp to the entrance^{iv)}
- 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, i.e. the department needs to supply a full-text recording^{v)}
- Using italics, underlining and too much emboldening in a text can be more difficult to read for screenreaders, i.e. the writer needs to find an alternate means of conveying and emphasising meaning, such as selective use of bold and use heading styles^{vi)}

Key clarifications

- We recognise and value our pupils’ and staff’s knowledge of their needs and their right to confidentiality
- 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’^{vii)}
- We recognise that some differences are less visible rather than hidden or invisible^{viii)}
- We view Neurodiversity as a spectrum that includes everyone, neurotypical and neurodivergent people alike^{ix)}
- 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”^{x)}
- 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^{xi)}
- We refer to how people present and how they see themselves, not their 'preference' (such as ‘sexual preference’ or ‘preferred pronoun’)^{xii)}
- We respect that people have been diagnosed with challenging conditions and do not refer to them as ‘suffering from’ such conditions^{xiii)}
- 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 less visible 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:

- Compared to non-disabled pupils/members of staff^{xiv}, is the pupil or member of staff at a substantial disadvantage? ^{xv} (namely anything more than minor or trivial^{xvi})
- Can the disadvantage be avoided? ^{xvii}
- Is it reasonable for the school to take these steps? ^{xviii}

What is reasonable? (factors to consider)

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014^{xix}
- The resources of the school and the availability of financial or other assistance^{xx}
- The financial and other costs of making the adjustment^{xxi}
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil / member of staff^{xxii}
- The practicability of the adjustment^{xxiii}
- The effect of the disability on the individual^{xxiv}
- Health and safety requirements^{xxv}
- The need to maintain academic, musical, sporting and other standards^{xxvi}
- The interests of other pupils / staff and prospective pupils / staff^{xxvii}

It is unlawful for a school to charge a pupil for making a reasonable adjustment in any circumstances^{xxviii}

Auxiliary aids (examples) ^{xxix}

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

- Bursar and Premises Director
- Head of Marketing
- **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
- **JKS** – Deputy Head (Pastoral), Deputy Head (Academic), SENDCo and Deputy Head (Co-Curricular)
- **IC** – SENDCo, Admissions and Administration Manager and Houseparent
- Diversity Equity and Inclusion Lead

For clarity, the following staff are currently ultimately responsible for the respective Sub-committees:

- **Physical environment** = m.dobson@
- **Pastoral** = tl@
- **Information** = klo@ (external) + sac@ (internal)
- **Curriculum** = mek@
- **Co-curriculum** = gah@

Key next and past steps

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

2027

action	Annual review and ongoing scrutiny of pupil involvement in co-curricular activities (inc. special arrangements being made and required)	
key steps by site	sub-committee(s) responsible	month completed
	Co-curriculum	
IC		
JKS		
KSC		

action	Annual review and ongoing scrutiny of policy + processes for pupils + staff who become temporarily disabled	
key steps by site	sub-committee(s) responsible	month completed
	Curriculum, Co-curriculum + Pastoral	
IC		
JKS		
KSC		

action	Annual data analysis – all key data analysed for patterns of disproportionate disadvantage for pupils and staff who share protected characteristics	
key steps by site	sub-committee(s) responsible	month completed
	Curriculum + Co-curriculum	
IC		
JKS		
KSC		

action	Exam Access Arrangements Co-ordinator employed - part-time role to be budgeted (subject to approval)	
key steps by site	sub-committee(s) responsible	month completed
	Curriculum	
IC		
JKS		
KSC		

action	Annual bespoke training for supporting neurodiverse pupils delivered to academic staff (in person, online and via videos on the intranet) – more resource of staffing required in the Hub	
key steps by site	sub-committee(s) responsible (KSC only) Curriculum + Co-curriculum	month completed
IC		
JKS		
KSC		

action	Annual review of current supply of laptops for pupils, inc. for examinations	
key steps by site	sub-committee(s) responsible Curriculum	month completed
IC		
JKS		
KSC		

action	Annual review of anti-discrimination reporting forms in consultation with Pastoral team + FREDIE pupil advocacy group leads	
key steps by site	sub-committee(s) responsible Pastoral (with DEI lead)	month completed
IC		
JKS		
KSC		

action	Annual review of progressive anti-discrimination response levels for staff + pupils in consultation with Pastoral team + FREDIE pupil advocacy group leads	
key steps by site	sub-committee(s) responsible Pastoral (with DEI lead)	month completed
IC		
JKS		
KSC		

Action	Pupils are supported to become more aware of their own and others' learning styles, collaborative working strategies, empathy for others and access needs	
key steps by site	sub-committee(s) responsible Curriculum + Co-curriculum	month completed

IC		
JKS		
KSC		

2026

Action	Annual review and ongoing scrutiny of pupil involvement in co-curricular activities (inc. special arrangements being made and required)	
key steps by site	sub-committee(s) responsible	month completed
	Co-curriculum	
IC	<ul style="list-style-type: none"> ○ Planned for Sept. '26, when specific requirements of new students are ascertained ○ Temporary disabilities may call for rehab sessions in the gym ○ Pupils with sensory difficulties will be directed towards an appropriate activity of Games options 	
JKS	○	
KSC	○	

action	Annual data analysis – all key data analysed for patterns of disproportionate disadvantage for pupils and staff who share protected characteristics	
key steps by site	sub-committee(s) responsible	month completed
	Curriculum + Co-curriculum	
IC	Explore benefits of intersectional data analysis system to help ensure all our staff are thriving	
JKS	At the start of the year looking at standardised data for pupils with “protected characteristics” where relevant and then at stages throughout the year	
KSC		

action	Exam Access Arrangements Co-ordinator employed - part-time role to be budgeted (subject to approval)	
key steps by site	sub-committee(s) responsible	month completed
	Curriculum	
IC		
JKS	Exam access arrangements for Kent Test, school exams (including end of Yr. 8 exams) and entrance exams to other schools – organised by SENCo. Some increased admin. support given to SENCo 2023	
KSC	<ul style="list-style-type: none"> ○ (update from Nov. 2024 when revised proposal put to Academic and Senior Deputy for an AACoord (Access Arrangements Coordinator) – part-time role that can be carried out by HLTA/TA or Administrator, overseen by SENDCo) – data re. considerable rising numbers of pupils with needs and arrangements shared. Needs budgeting for – CP to 	

	<p>assist and be trained to appropriate standard in 2025-26 cycle. 5 hours weekly allocated to this on CP's timetable currently to assist SENDCo.. Scope and need for further increase of 5 hours? New HLTA apprentice may be able to help with some basic, related admin. that has come with increased demands for evidence from JCQ (Sept. 2025) and increased numbers</p> <ul style="list-style-type: none"> ○ Part-time role to be budgeted for where possible (N.B. new SENDCo working an extra day from Sept. 2024) 	
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action	Annual bespoke training for supporting neurodiverse pupils delivered to academic staff (in person, online and via videos on the intranet) – more resource of staffing required in the Hub
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key steps by site	sub-committee(s) responsible	month completed
	(KSC only) Curriculum + Co-curriculum	

IC	<ul style="list-style-type: none"> ○ Whole school INSET sessions on neurodiversity, as well as individual courses booked for some staff as part of their CPD ○ All teaching and House staff to be trained in coaching methods 	
JKS	<ul style="list-style-type: none"> ○ pp 	
KSC		

action	Annual review of current supply of laptops for pupils, inc. for examinations
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key steps by site	sub-committee(s) responsible	month completed
	Curriculum	

IC	○	
JKS	○	
KSC	○	

action	Bi-annual Curriculum review – existing and missed opportunities to usualise and actualise contributions and experience of disabled people within the UK and beyond identified last review = 2024
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key steps by site	sub-committee(s) responsible	month completed
	Curriculum	

IC	○	
JKS	○	
KSC	○	

action	Annual review of anti-discrimination reporting forms in consultation with Pastoral team + FREDIE pupil advocacy group leads
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key steps by site	sub-committee(s) responsible	month completed
	Pastoral (with DEI lead)	
IC	○ Will take place in Jan. '26 in consultation with School Council and JustICe anti bullying group	
JKS	○	
KSC	○	

action	Annual review of progressive anti-discrimination response levels for staff + pupils in consultation with Pastoral team + FREDIE pupil advocacy group leads
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key steps by site	sub-committee(s) responsible	month completed
	Pastoral (with DEI lead)	
IC	○ Will take place in Jan. '26 in consultation with School Council and JustICe anti bullying group	
JKS	○	
KSC	○	

action	Pupils are supported to become more aware of their own and others' learning styles, collaborative working strategies, empathy for others and access needs
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key steps by site	sub-committee(s) responsible	month completed
	Curriculum + Co-curriculum	
IC	Celebration of neurodiversity week in March 2026, with tutor group activities to raise awareness of different learning styles and neurodiversity	
JKS	○	
KSC	○ Metacognition group for Remove group planned in Hub for early 2026 ○ Work with counselling team on pupil groups around understanding diagnoses	

2025

Action	sub-committee responsible	when completed
Annual review and ongoing scrutiny of pupil involvement in co-curricular activities (inc. special arrangements being made and required)	Co-curriculum	○ IC – completed September 2025 when specific requirements of new pupils ascertained. No pupils with physical disabilities identified. Throughout the year, there may be adjustments made for pupils with, for

		example, sensory difficulties
External Accessibility audit of spaces for disabled pupils – recommendations implemented and impact-monitored by relevant heads of section (N.B. supports a scalable whole-school approach to future refurbishments and developments)	Physical environment + Curriculum + Co-curriculum + Pastoral	<ul style="list-style-type: none"> ○ IC – identified limited space for pupils to find quiet areas to reflect, although the College Zen Garden works well in the warmer months – options explored <p>KSC</p> <ul style="list-style-type: none"> ○ Identified need to audit/review quiet spaces for ASD /SEMH needs in the school as well as access for pupils and staff who are physically disabled ○ New and extended Wellbeing Hub in Choir House – postponed ○ Extended study spaces for neurodiverse pupils with potential relocation of EAL – this now has more supervision and support with introduction of HLTA apprentice ○ Rejuvenated entrance space to the Hub – route to Hub through School House repaired Oct. 2025.
External Accessibility audit of spaces for disabled pupils, staff + visitors completed	Physical environment	<p>KSC – completed for Malthouse Theatre + Sports centre [February 2025]</p> <p>recommendations to be scaled across the three sites</p>
<p>Annual data analysis – all key data analysed for patterns of disproportionate disadvantage for pupils and staff who share protected characteristics</p> <p>JKS - at the start of the year looking at standardised data for pupils with “protected characteristics” where relevant and then at stages throughout the year</p>	Curriculum + Co-curriculum	<ul style="list-style-type: none"> ○ IC – Sept. 2025 progressed plans to establish intersectional data analysis system to help ensure all our pupils are thriving (N.B. we do not currently have plans for similar staff data analysis) ○ JKS – ongoing – pupil analysis to be conducted and shared – as a matter of routine, this is completed at the start of each academic year

		<ul style="list-style-type: none"> ○ KSC – completed for pupils, but not currently for staff [December 2025]
Exam Access Arrangements Co-ordinator employed	Curriculum	<ul style="list-style-type: none"> ○ IC – currently organised by IC SENDCo. This is manageable with the small numbers at the College ○ JKS – exam access arrangements for Kent Test, school exams (including end of Yr. 8 exams) and entrance exams to other schools – organised by SENCo. Some increased admin. support given to SENCo 2023 ○ KSC – part-time role to be budgeted for where possible N.B. new SENDCo to work an extra day from Sept 2024.

2024

Action	sub-committee responsible	when completed
Annual review and ongoing scrutiny of pupil involvement in co-curricular activities (inc. special arrangements being made and required)	Co-curriculum	<ul style="list-style-type: none"> ○ IC - all participate in co-curricular programme – individualised programme created for those who have a barrier to certain activities
External Accessibility audit of spaces for disabled pupils, staff + visitors completed	Physical environment + Curriculum	<ul style="list-style-type: none"> ○ JKS – Junior House – pupil with physical needs – transition visit completed summer Term to look at any reasonable adjustments needed before Sept. 2024 ○ KSC – completed for pupil + staff experience in Mitchinson’s day house, St. A.’s refectory, Grange boarding house + Field classrooms [May 2024] <p>recommendations to be scaled across the three sites</p>

<p>Bespoke training for supporting neurodiverse pupils delivered to academic staff (in person, online and via videos on the intranet) - more resource of staffing required in the Hub</p>	<p>(KSC only) Curriculum + Co-curriculum</p>	<p>(KSC only) ongoing – meetings for high needs students, resources/updates and on intranet, videos etc. + whole day SEND conference open to staff – covering coaching techniques and the support and screening of dyslexic and EAL pupils. Rising numbers and needs – figures form Ofqal and ISC – ongoing review of resources/staffing to meet needs. Slightly increased hours in the Hub from Sep 2024 but maternity cover approaching and significant rising needs [October 2024]</p>
<p>Enhanced current supply of laptops for pupils, inc. for examinations</p>	<p>Curriculum – KSC only</p>	<ul style="list-style-type: none"> ○ JKS – additional laptops have been purchased [completed Lent Term 2024] ○ KSC – confirmed 15.03.24. [There are always enough. More will be purchased if there is need] + laptops are not supplied to pupils other than for exams at KSC. Plans to launch 1:1 devices - Surfaces to all Shell pupils announced for Sept 2025 – trialling some Shell groups announced ahead of this but this will not necessarily help exam arrangements since pupil laptops are not currently allowed to be used – only exam laptops. All exams may move online within five years [June 2024]
<p>Bi-annual Curriculum review – existing and missed opportunities to usualise and actualise contributions and experience of disabled people within the UK and beyond identified</p> <p>Next review: 2024</p>	<p>Curriculum + Co-curriculum</p>	<ul style="list-style-type: none"> ○ JKS – confirmed 15.03.24. [ongoing within INSET and Curriculum reviews Summer 2024 and then every two years] ○ KSC – confirmed 15.03.24. [Lent/Summer 2024 Curriculum review then every two years is sufficient]
<p>Anti-discrimination framework – annual training delivered, including:</p> <ul style="list-style-type: none"> ○ Anti-discrimination (@ll pupils + staff) 	<p>Pastoral</p>	<ul style="list-style-type: none"> ○ IC – confirmed 15.03.24. [AD training for staff in T3 2024] → AL training

<ul style="list-style-type: none"> ○ Active listening and Challenging conversations (<u>all</u> line managers) 		<p>completed May 2024; CC training completed in June 2024</p> <ul style="list-style-type: none"> ○ JKS – confirmed 15.03.24. [AD training for staff in T3 2024] ○ KSC – confirmed 15.03.24. [AD training for staff in T3 2024]
<p>Data analysis – all key data analysed for patterns of disproportionate disadvantage for pupils and staff who share protected characteristics</p>	<p>Curriculum + Co-curriculum</p>	<ul style="list-style-type: none"> ○ IC – individual student data is tracked and interventions are put in place based on data – confirmed 15.03.24. → Academic data tracker briefed to pursue further data analysis correlating with protected characteristics measures and wellbeing measures - confirmed May 2024 ○ JKS – confirmed 15.03.24. [Completed at the start of the year while looking at standardised data for pupils with “protected characteristics” where relevant and then at stages throughout the year (No data on staff)] ○ KSC confirmed 15.03.24. [annually done for pupils using public exam results. Not done for staff currently]
<p>FREDIE change teams* to become a significant subcommittee of newly founded King’s Council</p> <p>* 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</p>	<p>Pastoral</p>	<p>(KSC only) – confirmed 15.02.24.</p>
<p>Presence of DEI lead enhanced at JKS to ensure disabled community members are catered for, inc. via:</p> <ul style="list-style-type: none"> ○ Parent/guardian meetings/workshops (termly) ○ Assemblies for pupils ○ 1-2-1 interventions for parents and pupils who have experienced discrimination – with restorative practice introduced 	<p>Pastoral</p>	<p>(JKS only) – confirmed 15.03.24.</p>

2023

Action	sub-committee responsible	when completed
Annual review and ongoing scrutiny of pupil involvement in co-curricular activities (inc. special arrangements being made and required)	Co-curriculum	<ul style="list-style-type: none"> ○ IC – all participate in co-curricular programme. Individualised programme created for those who have a barrier to certain activities – confirmed 15.03.24.
Bedrock Mapper Literacy Programme embedded in support of ESL pupils in accessing academic language in all subjects	Curriculum – IC only	<p>IC - trialled 2022- 2024. Will be discontinued from Sept 2024. Currently exploring replacement options – confirmed 15.03.24. → Decision to continue use of Bedrock core in ESL but not in other subjects for Tier 3 vocab – confirmed May 2024</p>
Learning Enhancement Champions launched	Curriculum	<ul style="list-style-type: none"> ○ KSC - confirmed 15.03.24. ○ JKS – confirmed 15.03.24. [Autism Champion trained and in place 2023 (Assistant SENCo introduced Sept 2023, Pre-Prep SENCo)]
Bespoke training for supporting neurodiverse pupils delivered to academic staff (in person, online and via videos on the intranet)	Curriculum + Co-curriculum	<ul style="list-style-type: none"> ○ KSC – ongoing – resources on intranet available, inc. online links and videos [confirmed summer term 2023] ○ JKS – confirmed 15.03.24. [in person drop-ins for teachers (higher need pupils). Collaborative pupil passports completed with pupil, staff and parental input. Carousel training workshops – Oct 2023]
Enhanced current supply of laptops for pupils, inc. for examinations	Curriculum	<ul style="list-style-type: none"> ○ KSC – confirmed 15.03.24. [there are always enough. More will be purchased if there is need] ○ JKS – confirmed 15.03.24. [banks of pupil laptops increased – ongoing 2023. Adequate exam laptops are available]

2020-22

Action	sub-committee responsible	when completed
Staff training and professional development in ADHD, Dyslexia, ASD and Dyspraxia delivered	Curriculum	<ul style="list-style-type: none"> ○ IC - various Inset events 2021-2023 ○ JKS – confirmed 15.03.24. [staff meetings/INSET, 2022, 2023 ongoing] ○ KSC - confirmed 15.03.24. [at INSETs 2022, 2023]
Annual review and ongoing scrutiny of pupil involvement in co-curricular activities (inc. special arrangements being made and required)	Co-curricular	<ul style="list-style-type: none"> ○ IC - all participate in co-curricular programme. Individualised programme created for those who have a barrier to certain activities [confirmed 15.03.24.]
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	Pastoral	<ul style="list-style-type: none"> ○ IC – 2023 by end of August ○ JKS (Neurodiversity only) – 2021 by end of April ○ KSC – 2021 by end of December
Anti-discrimination framework – anti-discrimination reporting forms reviewed in consultation with Pastoral team + FREDIE change team leads	Pastoral	(KSC only) – 2022 by end of December
Anti-discrimination framework – progressive anti-discrimination response levels for staff + pupils implemented	Pastoral	<ul style="list-style-type: none"> ○ IC – 2023 by end of April ○ JKS – 2023 by end of April ○ KSC – 2022 by end of December
HoDs handbook updated to support inclusive curriculum and pedagogy + enhanced compliance with stated aims of the Equality Act 2010	Pastoral	(JKS only) 2023 by end of April
Visually impaired pupils – appropriate alterations made to houses , all lessons can be linked to Virtual Learning Environment (VLE) and enlarged notes provided as needed	Physical environment + Curriculum	<ul style="list-style-type: none"> ○ IC - enlarged notes can be provided when needed – confirmed 15.03.24. ○ JKS – confirmed 15.03.24. [no VI pupils currently, but adjustments to teaching materials can be provided/actioned if needed] ○ KSC - confirmed 15.03.24. [no requirement planned for all lessons to be available on the VLE. Enlarged, coloured paper

		etc. or online notes provided when needed]
<i>AirServer</i> introduced to allow classroom board to transmit to pupil tablets (and vice versa if required)	Curriculum	<ul style="list-style-type: none"> ○ JKS – confirmed 15.03.24. [majority of IWB at JKS do not have the capability for this. Some of the newer boards might have this capability] ○ KSC – confirmed 15.03.24. [there is a mechanism now for Wi-Fi connection to IWBs]
Hymn book digitised and made available on a tablet with an enlarged print if needed	Pastoral (inc. Spiritual)	<ul style="list-style-type: none"> ○ JKS – n/a. confirmed 15.03.24. [but can be done if needed] ○ KSC - confirmed 15.03.24. [if needed it can be done (N.B. only about 10% of the hymn book is used)]

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

2027

action	<p>Recommendations implemented following external accessibility audit of spaces for disabled pupils, staff + visitors</p> <p>Impact to be monitored by relevant heads of section</p> <p>N.B. supports a scalable whole-school approach to future refurbishments and developments</p>	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment + Curriculum + Co-curriculum + Pastoral	
IC		
JKS		
KSC	<p>research, purchase + install:</p> <ul style="list-style-type: none"> ○ ramps/level changes in KSC social centre + Field classrooms ○ call buttons at skirting board level in all remaining accessible toilets ○ Science auditorium presentation desk – one side lowered + ramp to access the plinth to be installed ○ update accessible toilet in undercroft near Green court ○ evacuation chairs – servicing, fire risk assessments + staff training updates ○ 7-seater mini-van to be acquired for aiding transport of disabled pupils, staff + visitors ○ access to Palace Block classrooms to be enabled (subject to approval) ○ access to Jervis house to be enabled (subject to approval) ○ accessible lift to KSC dining room (subject to approval) ○ hole in the wall platform to be installed (subject to approval) 	

action	External Accessibility audit of spaces for disabled pupils, staff + visitors completed	
key steps by site	sub-committee(s) responsible	
	Physical environment	
IC		month completed
JKS	Ground floor to be prioritised	
KSC		

action	Disability confident scheme – first year completed	
key steps by site	sub-committee(s) responsible	
	Physical environment (inc. HR + DEI lead)	
IC	To be completed by end of August 2027	month completed
JKS	To be completed by end of August 2027	
KSC	To be completed by end of August 2027	

action	<p>Enhance mental health accessibility provision (inc. for people living with anxiety) – review + action planning phase</p> <p>Example steps, inc. for hosting venues (Malthouse, Sports Centre, Birley’s etc.) + sports fixtures:</p> <ul style="list-style-type: none"> - appropriate supportive spaces to be identified - people-facing staff prioritised for MHFA training so that they may support through awareness, listening (providing compassionate and empathetic listening spaces) and challenge (addressing discriminatory behaviour wherever possible and safe – DEI lead to provide coaching as needed) - research options for partnering with the Access Card program - available reasonable adjustments to be confirmed (i.e. aisle seat, being able to speak to somebody directly, being able to book accessible seating + to specify seating requests before the event, facilities available if they start to panic, transport links, number of toilets (inc. facilities for disabled + trans visitors) - explicit reference to mental health accessibility provision within event marketing + on websites (i.e. anxiety access, clear venue photography and information + encouraging people to get in touch to discuss their requirements) - staff supporting phonelines (inc. box office) to be up-to-date with the relevant venue’s latest accessibility provision (inc. adjustments that can be accommodated, available facilities + appropriate transport options) 	
key steps by site	sub-committee(s) responsible	
	Physical environment (with DEI lead) + Co-curriculum	
IC		month completed
JKS		
KSC		

action	Diversity Equity and Inclusion Lead provides 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)	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment (inc. HR + DEI lead)	
IC	as needed	
JKS	as needed	
KSC	as needed	

2026

action	<p>Recommendations implemented following external accessibility audit of spaces for disabled pupils, staff + visitors</p> <p>Impact to be monitored by relevant heads of section</p> <p>N.B. supports a scalable whole-school approach to future refurbishments and developments</p>	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment + Curriculum + Co-curriculum + Pastoral	
IC		
JKS	○	
KSC	<p>purchase + install:</p> <ul style="list-style-type: none"> ○ wheelchairs x 4 for Lattergate, St. A.'s, Malthouse + Sports centre (order placed Jan. 2026) ○ ○ call buttons/alarms at skirting board level in all accessible toilets in Sports centre (inc. in dry changing room), Malthouse, Shirley hall ○ Jan. ○ call buttons/alarms at skirting board level in all accessible toilets in Choir house ○ ○ signage for all accessible buildings (inc. refuge points, accessible toilets, accessible lifts, accessible parking bay + braille on signage) in Malthouse, Sports centre, Shirely hall + Choir house (due by end of 2026) ○ ○ nosings on steps in Malthouse + Sports centre ○ Feb. ○ nosings on steps in Shirely hall + Choir house ○ ○ matting for Green court + ramps/level changes –marquee companies/contractors to be responsible for providing appropriate mats and ramps (inc. access to marquees + access to green court grass) – will form part of standard sign off when hiring marquees ○ <p>install provision of level access into the ground floor of Old Physics (planned for Summer 2026) ○</p> <p>wellbeing centre (rear of New House) – wheelchair access to be installed (planned for Summer 2026) ○</p> <p>marquee Cognito form – update to include asking visitors' accessibility needs (inc. mental health, i.e. anxiety) ○</p>	

action	External Accessibility audit of spaces for disabled pupils, staff + visitors completed	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment	
IC		
JKS	Ground floor to be prioritised	
KSC		

action	Inclusive Employers Standard Accreditation – first year completed	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment (inc. HR + DEI Lead)	
IC	To be completed by end of August 2026	
JKS	To be completed by end of August 2026	
KSC	To be completed by end of August 2026	

action	Disability confident scheme application – process researched + entry point to be confirmed	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment (inc. HR + DEI lead)	
IC	To be completed by end of August 2026	
JKS	To be completed by end of August 2026	
KSC	To be completed by end of August 2026	

action	Accessible toilet facilities installed at the St Augustine’s dining facilities	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment	
KSC		

action	The Precincts dining hall – Phase 7 of existing building works included lift provision to allow full access to the facilities on the first floor	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment	
KSC		

action	Sports centre – renovation completed to support a greater range of accessible spaces for disabled and trans members	
key steps by site	sub-committee(s) responsible	
	Physical environment	
KSC		month completed

action	Library – site survey undertaken with view to installing stair lift access	
key steps by site	sub-committee(s) responsible	
	Physical environment	
KSC		month completed

action	Field classrooms – access to classrooms 1-8 enabled through remodelling of areas	
key steps by site	sub-committee(s) responsible	
	Physical environment	
KSC		month completed

action	Diversity Equity and Inclusion Lead provides 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)	
key steps by site	sub-committee(s) responsible	
	Physical environment (inc. HR + DEI lead)	
IC	as needed	
JKS	as needed	
KSC	as needed	

2025

action	sub-committee responsible	when completed
Redecoration, lighting replaced and furniture replaced in line with recommendations from King’s School SENDCo – work undertaken on a rolling programme	Physical environment	○ ongoing according to need and resources available since 2017 [confirmed 15.03.24.]

<p>Recommendations implemented following external accessibility audit of spaces for disabled pupils, staff + visitors</p> <p>Impact to be monitored by relevant heads of section</p> <p>N.B. supports a scalable whole-school approach to future refurbishments and developments</p>	<p>Physical environment + Curriculum + Co-curriculum + Pastoral</p>	<p>Completed research + sourcing for:</p> <ul style="list-style-type: none"> ○ wheelchairs x 4 for Lattergate, St. A.'s, Malthouse + Sports centre ○ call buttons/alarms at skirting board level in all accessible toilets in Sports centre (inc. in dry changing room), Malthouse, Shirley hall + Choir house ○ signage for all accessible buildings (inc. refuge points, accessible toilets, accessible lifts, accessible parking bay + braille on signage) in Malthouse, Sports centre, Shirely hall + Choir house ○ nosings on steps in Malthouse, Sports centre, Shirely hall + Choir house ○ matting for Green court + ramps/level changes – marquee companies/contractors to be responsible for providing appropriate mats and ramps (inc. access to marquees + access to green court grass) – will form part of standard sign off when hiring marquees
<p>Inclusive Employers Standard Accreditation – process researched + entry point confirmed</p>	<p>Physical environment (inc. HR)</p>	<p>(all sites) budgeted + applied for end of August 2025</p>
<p>Diversity Equity and Inclusion Lead provides 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)</p>	<p>Physical environment</p>	<p>(all sites, as needed)</p> <p>ongoing since September 2022 as needed</p>

2024

action	sub-committee responsible	when completed
External Accessibility audit of spaces for disabled pupils, staff + visitors completed	Physical environment + Curriculum	<ul style="list-style-type: none"> ○ JKS – Junior House – pupil with physical needs – transition visit completed summer Term to look at any reasonable adjustments needed before Sept. 2024 ○ KSC – completed for pupil + staff experience in Mitchinson’s day house, St. A.’s refectory, Grange boarding house + Field classrooms [May 2024] <p>recommendations to be scaled across the three sites</p>
Shirley Hall – external lift installed	Physical environment	<ul style="list-style-type: none"> ○ (KSC only) completed 2024 by end of August
New Science building to include an internal lift providing access to all floors	Physical environment	<ul style="list-style-type: none"> ○ (KSC only) completed 2024 by end of December
Accessible accommodation – completion of site-wide masterplan review, including reconfiguration of boarding accommodation	Physical environment	<p>(JKS only) – update as of 15.03.24. =</p> <p>Some areas of boarding have been renovated and there are plans to improve dorms and bathrooms.</p> <p>The issue of accessibility has not been explored, however.</p> <p>There is no lift, and no provision for transfeminine and transmasculine boarding pupils.</p> <ul style="list-style-type: none"> ○ The accessibility and configuration of the boarding Health Centre both need to be looked at
Accessible office accommodation – appropriate spaces and furniture available across the school and to be made available as required	Physical environment	<ul style="list-style-type: none"> ○ IC – made available as required – confirmed 15.03.24. ○ JKS – confirmed 15.03.24. ○ KSC – confirmed 15.03.24.
Diversity Equity and Inclusion Lead provides Support Check-ins for relevant staff to ensure	Physical environment	(all sites, as needed)

agreed reasonable adjustments are being implemented effectively and remain fit for purpose (inc. with additional support from Access to Work as appropriate)		ongoing since September 2022
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2023

action	sub-committee responsible	when completed
'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	Pastoral	(all sites, as needed) 2023 by end of April
Diversity Equity and Inclusion Lead provides 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)	Pastoral	(all sites, as needed) ongoing since September 2022
External Accessibility audit of spaces for disabled visitors completed	Physical environment	KSC – completed for visitors' experience in Admissions office, new Physics building, St. A.'s refectory, Mitchinson's day house, Grange boarding house + Field classrooms [23.06.23.] – recommendations to be scaled across the three sites
Recreation centre – blueprints for changing area reviewed and amended in support of a greater range of accessible spaces for disabled and trans members	Physical environment	(Rec. centre only) 2022 by end of December

2020-22

action	sub-committee responsible	when completed
Access to Physics labs 1, 3 and 4 enabled through remodelling of areas	Physical environment	(KSC only) September 2023 [Entire Physics dept is now accessible with the new lift plus more of Biology and Chemistry]
Access to St. Augustine's Undercroft dining enabled via installation of internal lift	Physical environment	(KSC only) completed by end of August 2022

Accessible Performing Arts and catering facilities and accommodation for international pupils provided by refurbishment of Malthouse site	Physical environment	Complete with construction of MH site in 2019
Ground floor Field and Palace Block classrooms identified as suitable for wheelchair access – appropriate adjustments to timetabling and furniture to be made as required	Physical environment + Curriculum	KSC – available now but adjustments would need to be made to automate doors securely [December 2024]
Good range of accessible classrooms made available	Physical environment	Complete with construction of IC in 2019
Classrooms identified as suitable for wheelchair access – appropriate adjustments to timetabling and furniture to be made as required	Physical environment + Curriculum	<p>JKS:</p> <ul style="list-style-type: none"> ○ Careful thought given to rooming and furniture for child with physical needs – Pre-Prep. Wheelchair access only in newer building, e.g. Music School (confirmed June 2024) ○ Certain classrooms are not currently suitable for wheelchair users (Art, Computing, Boarding). Due to the size and nature of the buildings the impact of a wheelchair user could have a significant impact on their timetable <p>KSC:</p> <ul style="list-style-type: none"> ○ new Science building opened with modern accessibility [2024] ○ Further new day house planned to open September 2025
Accommodation for co-ed. day pupils – Mitchinson’s House provides suitable access to common areas and welfare facilities	Physical environment	(KSC only) reviewed internally by end of December 2022
Accommodation for male and transmasculine boarding pupils – Grange House includes a lift enabling access to all floors	Physical environment	(KSC only) reviewed internally by end of December 2022
Accommodation for female and transfeminine boarding pupils – Kingsdown House includes a lift enabling access to all floors	Physical environment	(KSC only) reviewed internally by end of December 2022
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	Physical environment	(KSC only) reviewed internally by end of December 2022

Accessible toilet facilities available at Shirley Hall	Physical environment	(KSC only) reviewed internally by end of December 2022
Accessible toilet facilities available onsite	Physical environment	(KSC only) reviewed internally by end of December 2022
Accessible toilet facilities available onsite	Physical environment	IC – complete with construction of IC in 2019

Improve the availability of accessible information to disabled pupils and staff

2027

action	Recruitment – annual review completed for application form template to ensure school's strategic and practical commitment to DEI is strongly represented and served	
key steps by site	sub-committee(s) responsible	month completed
	Pastoral (HR with DEI lead)	
IC	○	
JKS	○	
KSC	○	

action	Website – annual review completed of web content in line with general principles of usability and universal design level 2 (AA) of Web Content Accessibility Guidelines (WCAG) 2.1	
key steps by site	sub-committee(s) responsible	month completed
	Information	
IC	○	
JKS	○	
KSC	○	

action	The Wellbeing Hub – annual impact review completed, inc. parent/guardian engagement	
key steps by site	sub-committee(s) responsible	month completed
	Pastoral	
IC	○	
JKS	○	
KSC	○	

action	Annual review to ensure large print format materials made available as required and on request	
key steps by site	sub-committee(s) responsible	month completed
	Curriculum	
IC	○	
JKS	○	
KSC	○	

action	Annual review of site map to ensure locations of all accessible parking and toilets are included	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment	
IC	○	
JKS	○	
KSC	○	

action	Annual review of PEEP (Personal Emergency Evacuation Plan) forms	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment	
IC	○	
JKS	○	
KSC	○	

action	Annual review of procedure* + allocated staff for: 1) evacuating disabled people from refuge points 2) responding to somebody who has pulled the emergency cord in an accessible toilet * i.e. appropriate information, training (inc. scenario-based), practice drills, back-up options + support	
key steps by site	sub-committee(s) responsible	month completed
	Physical environment	
IC	○	
JKS	○	
KSC	○	

2026

action	Recruitment – annual review completed for application form template to ensure school's strategic and practical commitment to DEI is strongly represented and served	
key steps by site	sub-committee(s) responsible	month completed
	Pastoral (HR with DEI lead)	
IC	○	
JKS	○	
KSC	○	

action	Website – annual review completed of web content in line with general principles of usability and universal design level 2 (AA) of Web Content Accessibility Guidelines (WCAG) 2.1	
key steps by site	sub-committee(s) responsible	month completed
	Information	
IC	○ To be completed Sept. 26 with the help of DEI lead	
JKS	○	
KSC	○	

action	<p>Website – reference to AccessAble added to support visitors to find local wheelchair friendly venues or accessible facilities</p> <p>AccessAble information to be added to the Information / Contact / Where to Stay section on the current website</p> <p>N.B. the AccessAble link will need to be added be this part of the new website</p>	
key steps by site	sub-committee(s) responsible	month completed
	Information	
IC	○ To be placed on school portal	
JKS	○	
KSC	○	

action	The Wellbeing Hub – annual impact review completed, inc. parent/guardian engagement	
key steps by site	sub-committee(s) responsible	month completed
	Pastoral	
IC	○	
JKS	○ Focus on the value of the Wellbeing Hub. Could the funds be used in a more appropriate way so that wellbeing is tackled in a more effective manner, such as external speakers for workshops? It would also be useful to link resources to the internal well-being survey conducted at the school	
KSC	○	

action	Annual review to ensure large print format materials made available as required and on request	
key steps by site	sub-committee(s) responsible	
	Curriculum	
IC	<input type="radio"/> Not currently planned	
JKS	<input type="radio"/>	
KSC	<input type="radio"/>	

action	Annual review of site map to ensure locations of all accessible parking and toilets are included	
key steps by site	sub-committee(s) responsible	
	Physical environment	
IC	<input type="radio"/> We have a small site, so it is easy to direct visitors to the disabled parking and toilets	
JKS	<input type="radio"/>	
KSC	<input type="radio"/>	

action	Annual review of PEEP (Personal Emergency Evacuation Plan) forms	
key steps by site	sub-committee(s) responsible	
	Physical environment	
IC	<input type="radio"/>	
JKS	<input type="radio"/>	
KSC	<input type="radio"/>	

2025

action	sub-committee responsible	when completed
whole school website – web content in line with general principles of usability and universal design level 2 (AA) of Web Content Accessibility Guidelines (WCAG) 2.1	Information	2024-2025 – whole school website reviewed + redesigned to ensure design level 2 (AA) as a minimum
Recruitment – annual review completed for application form template to ensure school's strategic and practical commitment to DEI is strongly represented and served	Environment (HR with DEI lead)	2024-2025 – review completed + form updated

<p>Pupils are supported to become more aware of their own and others' learning styles, collaborative working strategies, empathy for others and access needs.</p>	<p>Curriculum</p>	<ul style="list-style-type: none"> ○ IC – annual workshop for Yr11 pupils held November to help them 'learn to learn'. Included revision methods and growth mindset. Follow up resources shared with all pupils. The IC is now a member of the Neurodiversity action group on Teams ○ JKS – explored approaches (metacognition) that we can potentially implement in September 2025 <p>KSC</p> <ul style="list-style-type: none"> ○ Metacognition group run again for 5ths Nov./Dec. 2025 in Hub ○ Ongoing work of FREDIE group in school to raise awareness, through intranet resources shared with pupils for revision/study techniques, working with new Teaching and Learning Assistant ○ Space for pupil voice on learning profiles on ISAMS Pupil Registers added ○ Kate Rothwell (LE Dept) working as FREDIE Neurodiversity staff member to liaise with pupils
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2024

action	sub-committee responsible	when completed
<p>Guidance for how to create accessible content to help colleagues working on our websites:</p> <ul style="list-style-type: none"> ○ The google translate toggle is available on internet browsers ○ Vimeo, used for videos on the website, has subtitles ○ The new College film also has subtitles 	<p>Information</p>	<p>Confirmed 07.03.24.</p> <p>[each of the websites will meet the Accessibility guidelines. To liaise with Simon Cornell and Kieran Orwin, going forwards in 2024, for guidelines on how to create accessible content to help colleagues working on our websites. Ongoing.</p>

		<p>Helpful recommendations may be found here to support work on this:</p> <ul style="list-style-type: none"> ○ https://www.gov.uk/government/publications/sample-accessible-document-policy ○ https://www.gov.uk/guidance/publishing-accessible-documents ○ https://support.microsoft.com/en-gb/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d ○ https://abilitynet.org.uk/factsheets/creating-accessible-documents-0
<p>Website – annual review completed of web content in line with general principles of usability and universal design level 2 (AA) of Web Content Accessibility Guidelines (WCAG) 2.1:</p> <p>Next review: 2025</p>	Information	<p>Confirmed 07.03.24. [internet company used for the new school website (Me&Him) have been made aware of the need to meet this criteria]</p>
<p>Large print format materials made available as required and on request</p>	Curriculum	<ul style="list-style-type: none"> ○ IC - confirmed 15.03.24. - available as required ○ JKS – confirmed 15.03.24. [available on request] ○ KSC – confirmed 15.03.24. [available on request]
<p>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</p>	Curriculum + Co-Curriculum + Physical Environment	<ul style="list-style-type: none"> ○ IC - confirmed 15.03.24. ○ KSC – new Science building is accessible [2024], LE dept looking at more accessible forms for parents of EAL pupils – inc. possibly translating key forms and letters into Chinese and Russian [completed January 2025)
<p>Pupils are supported to become more aware of their own and others’ learning styles, collaborative working strategies, empathy for others and access needs</p>	Curriculum	<ul style="list-style-type: none"> ○ IC - confirmed 15.03.24. (gradual and constant) ○ JKS – confirmed 15.03.24. [ongoing, FREDIE neurodiversity group, in lessons and life skills, displays with information posters around school, in Zen Zone etc.]

		<ul style="list-style-type: none"> ○ KSC – confirmed 15.03.24. [gradual and constant]
Parent portal – alternative formats service added – see following examples: <ul style="list-style-type: none"> ○ Access content in alternative formats (University of Kent) ○ Alternative formats service (Canterbury Christ Church University) 	Information	<ul style="list-style-type: none"> ○ JKS – confirmed 15.03.24. [ongoing work in 2024 with SC and KO, to make sure awareness of local services is sign posted, including those in alternative formats]
Site map updated to include locations of all accessible parking and toilets	Physical environment	<ul style="list-style-type: none"> ○ JKS – plans of boarding floors updated by end of December 2024
The Wellbeing Hub – annual impact review completed, inc. parent/guardian engagement	Pastoral	<ul style="list-style-type: none"> ○ KSC – confirmed 15.03.24. [reminders of links sent to Parents + guardians in end of Autumn 23 in Head’s newsletter + staff regularly reminded of existence in notices + pupils reminded in LM lessons]

2023

action	sub-committee responsible	when completed
Recruitment – annual review completed for application form template to ensure school's strategic and practical commitment to DEI is strongly represented and served	Pastoral (DEI lead with HR)	(all sites) 2023 by end of April
PEEP (Personal Emergency Evacuation Plan) forms reviewed internally and externally	Physical environment	(all sites) 2023 by end of August

2020-22

action	sub-committee responsible	when completed
The Wellbeing Hub launched for pupils, staff and parents/guardians	Pastoral	○ (all sites) 2022 by end of December

Additional notes

- The school's Estates Committee meet to review the whole school accessibility plan at least once a year.
- 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.

ⁱ [Social model of disability](#) (2022) Scope [last accessed 27.01.26.]

ⁱⁱ [End the Awkward](#) (2022) Scope [last accessed 27.01.26.]

ⁱⁱⁱ [Social model of disability](#) (2022) Scope [last accessed 27.01.26.]

^{iv} [Social model of disability](#) (2022) Scope [last accessed 27.01.26.]

^v [Social model of disability](#) (2022) Scope [last accessed 27.01.26.]

^{vi} [Make your content accessible](#) (2022) University of Kent [last accessed 27.01.26.]

^{vii} [Scope house style guide](#) (2022) Scope [last accessed 27.01.26.]

^{viii} [Scope house style guide](#) (2022) Scope [last accessed 27.01.26.]

^{ix} [Scope house style guide](#) (2022) Scope [last accessed 27.01.26.]

^x [Learning disability or learning difficulty?](#) (2022) Mencap [last accessed 27.01.26.]

^{xi} [Learning disability or learning difficulty?](#) (2022) Mencap [last accessed 27.01.26.]

^{xii} [Scope house style guide](#) (2022) Scope [last accessed 27.01.26.]

^{xiii} [Scope house style guide](#) (2022) Scope [last accessed 27.01.26.]

^{xiv} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 4) [last accessed 27.01.26.]

^{xv} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 4) [last accessed 27.01.26.]

^{xvi} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 4) [last accessed 27.01.26.]

^{xvii} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 23) [last accessed 27.01.26.]

^{xviii} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 23) [last accessed 27.01.26.]

^{xix} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 7) [last accessed 27.01.26.]

^{xx} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 7) [last accessed 27.01.26.]

^{xxi} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 7) [last accessed 27.01.26.]

^{xxii} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 7) [last accessed 27.01.26.]

^{xxiii} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 7) [last accessed 27.01.26.]

^{xxiv} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 7) [last accessed 27.01.26.]

^{xxv} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 7) [last accessed 27.01.26.]

^{xxvi} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 7) [last accessed 27.01.26.]

^{xxvii} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 7) [last accessed 27.01.26.]

^{xxviii} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (p. 16) [last accessed 27.01.26.]

^{xxix} [TECHNICAL GUIDANCE – Reasonable Adjustments for Disabled Pupils Guidance for Schools in England](#) (2019) Equality and Human Rights Commission (pp. 19) [last accessed 27.01.26.]