



KING JAMES'S SCHOOL, KNARESBOROUGH
POLICY STATEMENT



Accessibility Policy & Action Plan

Produced By:	Justin Waters, Director of Business Services
Revision No.:	2
Date Approved:	February 2019
Approved By:	Board of Governors
Review Due:	February 2022

REVISION SUMMARY

Revision No.	Author/Editor	Date	Notes
1	J. Waters	February 2016	Original
2	J. Waters	February 2019	Update and replacement of KJS Accessibility Policy Checked by Alison Jones

Rationale

This Accessibility Policy & Action Plan document has been drawn up in consultation with the Local Authority, students, parents, staff and governors of the school and covers the period from February 2019, in replacement of the former Accessibility Policy reviewed February 2016.

The school is committed to providing a fully accessible environment that values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The school is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school will ensure that the following three key duties are met:

- Not to treat disabled students less favourably for a reason related to their disability
- Make reasonable adjustments for disabled students
- Plan to increase access for disabled students

Key Objectives

The key objectives of the Accessibility Policy & Action Plan, to be achieved through execution of the Accessibility Action Plan, are to:

- Reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students and prospective students with a disability
- Provide a caring and friendly environment
- Provide resources to cater for the needs of individual students
- Promote an understanding of disabilities throughout the school and an awareness of the needs of disabled students

Strategy

The Equality Act 2010 defines Disability as having ‘a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.’

King James’s School provides accessibility for students (and parents/carers where required) with a disability in: admissions, access/egress, information/communication and curriculum.

King James’s School operates in accordance with The Equality Act 2010; along with the Special Educational Needs and Disability (SEND) and The Disability Responsibilities related to the Children & Families Act (2014).

King James’s School is committed to equal rights of access for all children as far as is reasonably practicable. The school will continually review access to the physical environment for students with disabilities.

King James’s School continues to review and increase, as appropriate, the accessibility of provision for all students, staff and visitors to the school. The Accessibility Policy & Action Plan will contain relevant actions, in the form of an Accessibility Action Plan, to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary (including physical aids to access education)
- Increase access to the **curriculum** for disabled students, expanding the curriculum as necessary to ensure that disabled and non-disabled students are equally prepared for life. This covers teaching and learning and the wider curriculum of the school, such as after-school clubs, leisure

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or cultural activities and school visits. It also covers the provision of some specialist aids and equipment, which may assist disabled students in accessing the curriculum

- Improve the delivery of **written information** (for example, handouts, timetables, textbooks and information about the school and events) to students, staff, parents/carers and visitors with disabilities. Information should be made available in various preferred formats within a reasonable time frame

Curriculum Access Arrangements

Students with disability are entitled to access the full National Curriculum and quality first teaching alongside their peers. Some students may require a modified or adapted Curriculum and this is discussed with parents and students. Where students have an Education, Health and Care Plan, provision is made to meet the objectives outlined in the Plan. Where appropriate, students' needs are assessed and applications made for Access Arrangements in examinations.

Extracurricular activities are promoted to all of the school's students regardless of disability, including but not limited to: Sports, Drama, Games Clubs, Art, Music, Educational Visits and Residential Trips.

Should an activity require additional support or be deemed unsuitable then it will be discussed fully with the parents/carers in advance.

Communication/Information

The school appreciates the importance of regular and clear communication with parents/carers regarding their child, such as notification of homework, events, reporting, reviews (see Inclusion & SEN Policy) etc. Should students, parents/carers require a differentiated method of sharing information (i.e. other than written) then a suitable alternative will be considered.

The following policy documents are also relevant to the general issue of accessibility and should be used for further reference:

- Equal Opportunities Act 2010
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Inclusion & SEN Policy
- Behaviour for Learning Policy
- School Development Plan

Emergency Evacuation

Where a student, due to their disability, would struggle to evacuate the building within a safe timeframe in an emergency, a Personal Emergency Evacuation Plan (PEEP) will be produced – this will be an adaptation of the school's main plan. The procedures will be discussed with the student and parents/carers and will be retained in the student's Special Educational Needs and Disability (SEND) file. Subject Teachers and any supporting Teaching Assistants will be made aware of the procedures and ways to assist.

Monitoring

- The school Accessibility Action Plan relating to key aspects of accessibility is held by the Director of Business Services and is reviewed and updated annually. New plans will be drawn up every 3 years

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- The school acknowledges the need for ongoing awareness-raising and training for all staff and students in the avoidance of disability discrimination, and the potential need to inform attitudes across the wider school community
- As curriculum policies are reviewed, a section relating to access will be added to that on equality and diversity
- The school will work in partnership with the Local Authority in developing and implementing the Action Plan
- The Action Plan will be continually reviewed by the Assistant Headteacher, SENCo and Director of Business Services

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Accessibility Action Plan

Physical Access

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Be aware of the access needs of all students/children, staff, governors and parents/carers	Gather data around access needs at the point of transition and risk assessment	As required	SENCo Business Services Team	Ensure needs are met
Ensure everyone has access – entrances, ramps, external steps and door	<p>Ensure that nothing is preventing access for all persons and that areas are free from obstructions:</p> <ul style="list-style-type: none"> • Main Entrance - distinguishable • Other Access/Egress - level • Door control and automation working • Doors suitable height 	Daily	Reception staff Site Team	All visitors feel welcome Students have access to learning environments
Maintain safe approaches and street furniture	<p>Check:</p> <ul style="list-style-type: none"> • Internal lighting • Exterior lighting • Surface slips • Free from hazards 	Ongoing checks – 3 monthly	Site staff	Safe environment created

Exit Routes

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Evacuation	<ul style="list-style-type: none"> • Audible alarm in working order • Create a personal emergency evacuation plan for all disabled students including the deployment of TA's • Exit routes available • Ensure paths are wide enough 	As required	Site Team	All students and staff working with them are safe
Fire Safety	<ul style="list-style-type: none"> • Supplemented fire alarm with a visual system? • Ensure staff are fully trained 	Daily, Monthly and bi-annual	Site Manager	Safe independent exits well maintained
Ensure that the building is compliant with the Equality Act (2010)	Ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.	Incorporate into new building design and refurbishments	Director of Business Services	That the building is fully accessible

Access to Information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure that the website is compliant	Annual website audit undertaken	Annual check	Head's PA	Compliant website
Ensure information in all SEND reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views	Every plan	SENCo	Report format understood

Access to the Curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Curriculum adjustments ensure fair access for all	<p>Adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc.</p> <p>TA Support as appropriate</p> <p>Create unobstructed pathways and clear of hazards in classroom (and PE)</p> <p>Ensure all staff have access to the inclusion data</p> <p>Ensure risk assessments and Individual Health Care Plans are in place for students</p> <p>Ensure hearing loops if required</p> <p>Support in the Food Court as required or early access</p>	Daily	As required in response to student need	All students access fully the curriculum
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and Understanding.	As required in response to student need	All staff	Progress confirmed by observations and formal assessment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Support children with emotional and behavioural difficulties	<ul style="list-style-type: none"> • Evaluate style of learning • Adopt restorative conversations • Layout of classroom, time out, clear targets, clear behavioural expectations 	As required in response to student need	All staff	Progress confirmed by teacher assessment and achieving targets
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	<ul style="list-style-type: none"> • Guidance in Health Care Plan and/or Individual Education, Health and Care Plan to be followed • Accessibility of medication. • Awareness of staff when planning DT, PE, Science activities • Risk Assessments 	As required in response to student need	Awareness for the subject specific lessons and PE	Children able to access the activities
Ensure all students can access public examinations and statutory assessments	<ul style="list-style-type: none"> • Identify students who require additional support • Undertake appropriate assessments • Make timely applications for appropriate Access Arrangements • Maintain evidence which complies with JCQ regulations • Approved access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc. 	As required in response to student need	SENCo and Examination Manager	Students able to access examination

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To improve literacy and numeracy levels of students achieving below age expectations	<ul style="list-style-type: none"> Identify students who require additional support through data analysis, information from staff, Parents/carers Provide appropriate interventions 	Each Learning Cycle	Directors of Key Stage Heads of Department SENCO	Enhanced student progress