



King James's School Federation

POLICY STATEMENT

Accessibility Policy

Policies last reviewed (date)	New
Ratified by Governors (date)	March 2025
Next policy review due (date)	February 2027
Due for review by Governors (date)	March 2027
Staff Lead	Director of Business Services / SENCO

MISSION STATEMENT:

Significant revisions since the last review:

New

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Section 1: Rational

This Accessibility Policy & Action Plan document has been drawn up to further support the Single Equalities Policy.

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 favorably for a reason related to their disability
- Make reasonable adjustments for disabled students
- Plan to increase access for disabled students

Section 2: 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

Section 3: 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). This covers improvements to the physical environment of the school and 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 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.

Section 4: 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. Specialist teaching rooms (including but not limited) for Science, Music, Technology, PE, Drama are fully accessible to students with disability.

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.

Section 5: 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

Section 6: 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.

Section 7: Monitoring

- The school accessibility arrangements relating to key aspects of accessibility is held by the Director of Business Services and is reviewed and updated annually with the SENCo.
- 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 terms of reference for all governors' committees will contain an item on 'having regard to matters relating to Access'
- The school will work in partnership with the Local Authority review the site to continually improve accessibility considerations for all new projects.