

ACCESSIBILITY PLAN: 2023-2026



Policy area

Students, staff, parents

Statutory regulation

Equality Act 2010

SLT Lead

Head (Robert Lobatto)

Last Updated

September 2023

Last Approved

November 2023

Next review

September 2026

THE KING ALFRED SCHOOL ACCESSIBILITY PLAN: 2023-2026

At the King Alfred School (KAS), we want all pupils to enjoy school, and to be challenged to achieve their very best. We are committed to giving all of our children and young adults every opportunity to achieve the highest of standards. We do this by taking account of their varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all.

1. INTRODUCTION Purpose of Plan

This three-year plan shows how KAS intends to further increase the accessibility of our school for all pupils, staff, parents/carers and visitors, taking into account their varying needs. As an inclusive school we are committed to supporting those with physical challenges, learning difficulties and neurodiversity.

Areas of planning responsibilities

- Increasing access to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of our written information for all. The information should take account of pupils' needs and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

KAS has been in its current location since the 1920s. The site has evolved over the decades, with the construction of different buildings at different periods. Over recent years, there has been a concerted drive to increase access for pupils and adults with disabilities. This includes, for example, the provision of lifts in all our multi-storied buildings.

Current Good Practice:

- The school has children with a range of needs including moderate and specific learning difficulties. These are logged on the SEND register which is accessible to all staff.
- We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with additional physical or sensory needs are encountered.
- Within the adult community there are a range of known physical needs.
- We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.
- All entrances to the school are either flat or ramped and have wide doors.
- There are disabled toilet facilities available fitted with an Accessibility Plan Dec 20 handrail and a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked.
- Risk assessments take into account students with additional needs.

2. THE ACCESSIBILITY PLAN: 2023-2026

(1) Increasing access to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through professional feedback and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
Effective communication and engagement with parents.	Termly/Annual review meetings with SENDCo	In place and ongoing	SENDCo	Parents/carers fully informed about progress and engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils.	Epipen training Epilepsy training Intimate care training Vision and hearing impairment training Training sourced from School Nurse, SENDCos and outside agencies.	As needed	SENDCo Head of Lower School Deputy Head/Personalised Learning Upper School	Increased access to the curriculum. Needs of all learners tended to. Maintain records of staff trained.
Adaptations to the curriculum to meet the needs of individual learners	Pastoral support Timetable adaptations Individual OT programmes Speech and language therapy programmes Specific training in word processing skills Use of access arrangements for assessment/National tests Differentiated planning	In place and ongoing	SENDCo	Adaptations in place to enable positive outcomes.
Increase confidence, knowledge and skills of all classroom teachers in differentiating the curriculum to ensure access for all.	Staff training on curriculum access and specific learning needs including online learning modules if required. Liaise with families and outside providers to ensure our practice meets the needs of each child.	On-going and as required. Annual review.	SENDCos SLT Lower School AHT Upper School <i>-Personalised Learning</i>	All pupils have their needs met in lessons by classroom teachers, as evidenced by progress data and wellbeing check-ins. Feedback through appraisal cycle shows staff confidence in differentiating the curriculum to ensure access for all.
Increase confidence, knowledge and skills of all Learning support staff in differentiating the curriculum.				All pupils have their needs met on a day-to-day basis in Learning Support interventions as evidenced by progress data and wellbeing check-ins.
Learning environments are reviewed and	Liaison with students, parents and outside agencies as appropriate.	Annual review.	SENDCo	Adjustments are in place and enable better access.

adjusted with SENDCo to support those with Visual Impairments.				
Develop and refine our systems for identification of additional needs.	Review strengths and weaknesses of our existing systems. Refine as necessary.	On-going	SENDCos	All additional needs are accurately identified and logged in the SEND register.
Develop use of ICT software & hardware to support learning.	Make sure appropriate software is identified, sourced and installed where needed e.g. Clicker 7 iPad pilot Initial and ongoing support and training for staff in assistive technologies is provided	As required	SENDCos IT	Appropriate learning technologies are available to support access to the curriculum as necessary.
All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.	As required	US Admin Manager Head LS	All pupils in school able to access all educational visits and take part in a range of activities.

(2) Improving access to the physical environment of the school

Our aspiration is to make the site accessible for all pupils and adults. We have taken significant steps towards this and will continue to do so. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

For planned site improvements, please see our Site Access Plan (which is available on request from the Head of Operations) together with the actions specified below.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the physical access needs of pupils, staff, governors, parent/carers and visitors.	To create access plans for individual pupils as part of the IEP & Action Plan process when required. Be aware of staff, governors and parents' access needs and meet as appropriate. Consider access needs during recruitment process.	Induction and on- going if required. Ongoing as part of recruitment process	SENDCos Head Head Lower School Deputy Head Upper School Registrar HR Manager	IEPs, Action Plans or Class Profiles in place for students with SEND include physical access arrangements as required. Pupils' physical access needs are shared with staff. All staff and governors feel confident their needs are met. Parents have physical access to all school events. Access issues do not negatively influence recruitment and retention issues.
Access into and around school supports all needs.	Designated disabled parking in place. Wide doors and corridors	In place	Head Council	Events are planned with accessibility in mind and adjustments are made as necessary.

Layout of school allows access for all pupils to all areas.	Actively involve pupils and parents who have additional accessibility needs when considering any area of site / building redesign.	As required	Head Council Head of Operations	All new building projects will consider accessibility at planning stage Re-designed buildings are usable by all.
Signage for those with visual impairments is fully in place	Yellow strip mark step edges.	On-going	Head of Operations	Those who are visually impaired feel safe in school grounds. Learning environments facilitate access to the curriculum.
Adjustments are in place for those with hearing impairments or sensitivities. All pupils can be safely evacuated	Classroom carpeting in place where necessary. Noise reducing headphones available. Fire alarm volume level is high enough for those with hearing impairment to hear Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with additional physical needs.	As required As required Review each Sept	SENDCos Head Head of Operations SENDCos	Adjustments are made or made available for those with hearing impairment or sensitivities. All pupils and staff working alongside them are safe in the event of a fire.
All IT equipment is accessible	Alternative equipment in place to ensure access to all hardware.	On-going and as required	SENDCos / IT	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access. Egress routes visual check.	On-going and as required. Regular inspection	Head of Operations	All staff, pupils and visitors able to have safe independent egress

(3) Improving the delivery of written information to pupils with a disability

This includes planning to make written information that is normally provided by the school to its pupils available to pupils with a disability. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Ensure information to parents/carers is accessible.	Provide information and letters in straightforward language. Provide information in large font, supported by visual images where relevant.	Ongoing	Head of Admissions, Marketing and Communications US and LS offices	All parents receive information in a form that they can access.

	<p>Use a non-serif font and avoid underlining text.</p> <p>Ensure website and all documents accessible via the school website can be accessed by the visually impaired</p>			All parents can access the relevant information via the website.
Ensure the delivery of information is appropriate for pupils where there is a visual need.	<p>Provide suitably enlarged, clear print for pupils with a visual impairment.</p> <p>Use of learning technology where appropriate.</p>	As required	<p>Teachers</p> <p>Learning Support Team</p>	Excellent communication
<p>Ensure all staff are aware of guidance on accessible formats.</p> <p>SEND information is easy to access for staff</p>	<p>Guidance to staff on dyslexia and accessible information.</p> <p>Guidance to staff on visual impairment and accessible information.</p> <p>Develop SEND registers, & pupil profiles so that they are easily accessible to staff and contain the appropriate information on accessibility</p>	<p>On-going</p> <p>On-going</p>	<p>SENDCos</p> <p>SENDCos</p>	<p>Staff produce their own resources in appropriate formats.</p> <p>Staff more aware of pupils' preferred method of communications.</p>
Information in other languages is provided for pupils, parents or staff where required.	Access to translators / sign language interpreters if necessary.	As required	<p>SENDCo for students</p> <p>DFO for Staff</p>	Pupils, Parents and Staff feel supported and included.