



Accessibility Plan 2024-2027

The King's School
Cadhay Lane
Ottery-St-Mary
Devon
EX11 1RA

Statement of Intent

This plan outlines how The King's School aims to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the School Trust will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Students' parents.
- The headteacher and other relevant members of staff.
- Trustees.
- External partners.

Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Statement and Equality Objectives
- Special Needs and Inclusion Policy
- SEND Information Report
- Health & Safety Policy
- Data Protection Policy
- Complaints Policy
- Supporting children with Medical Conditions Policy
- Admissions Policy
- Behaviour, Rewards and Sanction
- Positive Emotional Health and Wellbeing Policy

Roles and Responsibilities

The **governing board** will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan and reviewing it every 3 years.

The **headteacher** will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board to effectively create and implement the school's Accessibility Plan.

The **SENCO** will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any student as a result of their disability.

The Accessibility Plan contains relevant and timely actions to:

Area	Actions
<p>Increase the extent to which disabled students can participate in the curriculum</p> <p>(The curriculum covers timetabled teaching and learning as well as wider provision, including after school clubs, leisure, sporting and cultural activities, and school trips.)</p>	<ul style="list-style-type: none"> • consideration of school and classroom organisation and support, timetabling for those students with disabilities to ensure that reasonable adjustments are made. • curriculum options are available to all students. • deployment of staff takes into consideration students' disabilities. • INSET provided to all staff on how to adapt the curriculum to meet the needs of student with disabilities. • Laptops and other adjustments are provided to those SEND students that require these to access lessons. • Reasonable adjustments are made to support students with disabilities to access the full range of trips and visits and that planning for such trips takes students' special educational / disability needs into account. • Adjustments are made to support exam access arrangements for those with SEND.
<p>Improve the physical environment of the schools to enable disabled students to take better advantage of education, benefits, facilities and services provided</p> <p>(This strand covers improvements to the physical environment of the school and physical aids to access education)</p>	<ul style="list-style-type: none"> • Where necessary, parents are able to use appropriate parking spaces to drop off and pick up students with disabilities. • Students with SEND and/or disability to have access to suitable toilet and washing facilities. • 'Quiet' areas provided for students with SEND where necessary, particularly at break and lunchtime. • Classrooms rearranged to give appropriate access to students with disabilities. • Staff and students trained to use communication aids to enhance access to teaching. • Teaching rooms reallocated to particular subjects where necessary, considering the requirement for specialist spaces and equipment. • Access to the lift is given to staff and students where necessary, with appropriate supervision.

<p>Improve the availability of accessible information to disabled students</p> <p>(This part of the duty covers planning to make written information normally provided by the school to its students– such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels)).</p>	<ul style="list-style-type: none"> • Alternative formats such as large print, and the use of ICT are used to support students with SEND where necessary. • Where needed, parents are supported with British Sign Language or preferred method of communication to access information such as at parent/ carer evenings. • Consider how all information normally provided in a written format e.g. worksheets, timetables, etc. could be made accessible to all those with a disability.
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Monitoring and Review

This plan will be reviewed every three years by the governing board and headteacher. The next scheduled review date for this plan is March 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

To support the review of the Accessibility Plan, an Accessibility Audit will also be carried out every three years by the Site Manager in conjunction with the SENCo.