



THE KING'S SCHOOL

C H E S T E R

ACCESSIBILITY PLAN

ACCESS TO THE PHYSICAL ENVIRONMENT	Targets	Strategies	Desired outcome	Timescale	Outcome
Short term	Provide staff with relevant information regarding accessibility plan	At INSET make available to all departments information about availability of aids to help SEND pupils manage demands of different tasks as necessary	Enable staff to know where to access advice and guidance	Ongoing annual updates to ensure dissemination of information to all staff Next update Inset September 18	Staff more aware of pupil ILPs. Monitored through departmental reviews and appraisal.
Medium term	Improve accessibility by removing minor obstacles	Ensure handrails, ramps etc are installed where necessary. Include in repairs/refurbishment budget. Inaccessible J1 classes (upstairs) would be made accessible by moving classes if necessary. If pupils needed to access T1/T2, then room changes would be arranged.	Improve access to avoid long detours for wheelchair users.	Opportunities to be investigated within planning when constructing new Site master plan.	3 steps adjacent to Junior School ICT room remain an issue, although a ramp can be affixed when necessary. Access to curriculum through re-tabling in absence of physical access to rooms.
Long term	Incorporate necessary elements of decoration and signage into any new build and improvements	Consider surfaces and colours of floors, lighting and decoration when redecorating and when considering new build	Make all areas of school accessible to pupils with limited mobility (e.g. wheelchair users) Make all areas of school user-friendly for visually and hearing impaired pupils and staff.	As becomes possible during development work	

Updated June 2016

Next update June 2019

The Head of Willow Lodge/Deputy Head Teachers of Junior and Senior Schools/ School Nurse/Director of Learning support will liaise as required concerning any children with medical requirements who may require individual and specific care plans in school.

The school will:

- determine whether additional requirements are appropriate for any child with specific educational requirements
- establish appropriate staffing to accommodate those children and provide if necessary, a private designated room for any medical procedures which may need to take place during the school day
- ensure availability of aids/equipment to assist with their mobility and every day needs
- execute risk assessments for each lesson and individual activities that may pose difficulties for them
- ensure that all key staff are aware of the additional requirements of these children (inset days, staff training for trip leaders/trip first aiders and pre-trip refresher meetings regarding guidance/ advice)
- promote inclusion and encourage the pupils' integration into all aspects of the school day, so far as is reasonably practical
- work in partnership with parents and external agencies to support children with specific educational requirements (meetings, telephone calls and emails) especially if circumstances are likely to change such as planned surgery, change of a regime or medications, change of circumstances etc.
- maintain good communication and exercise diligent record keeping

In the case of any child with a recognised disability, key staff including the 'One to One' Support Worker will meet with the parents in advance of the child joining the school to discuss what additional arrangements will be necessary to enable the child to be fully integrated in to the whole school community.

Updated June 2016

Next update June 2019

ACCESS TO THE CURRICULUM

Goals	Strategies	Timescale	Outcome	Cost
Ensure that reasonable adjustments are present in every lesson for SEND pupils	Include as a foundation stone in the academic development plan.		Completed Sept 16	
Improve communication of SEND issues- JS and IS	Using format similar to the SS, start writing IEP's for children in the IS and JS with SEND. These should be added to 3sys and regularly communicated to teachers so that they know where to find the information they need. Updating and emailing SEND register termly.		Completed Sept 16	
Review and improve lesson observation form	Work with JAM to update the lesson observation form to require more specific integration of the strategies outlined in the IEP		Completed Sept 16	
Respond to the training needs identified in the teacher questionnaire: Whole school	To set up and run frequent 'drop in' workshops in the areas highlighted in the questionnaire. Year 1 - dyslexia/ADHD/EAL	June 2019		Within training budget
Improve Access arrangements: JS and entrance exams	Improve provision for children needing AA in the JS. Work with JS SMT early in the year to co-ordinate provision. Regular communication with JS teachers to raise profile of the importance of AA.		Completed June 17	
Improve unstructured times for children with social communication difficulties: JS and SS (year 2 and 3)	Set up and run additional social skills clubs including art therapy and LEGO therapy. Find additional space within the school for children with ASD to have 'quiet' time to help with sensory overload.	Additional Space June 2020	Art & Lego Completed Sept 17	Additional Space budgeted within Master Plan for 2020
To offer targeted support for children with ASD: Whole school	Allocate more time within LSA timetable to offer 1:1 time for 'social stories'. At least 20 minutes per week.		Completed Sept 17	
Monitor classroom provision to ensure IEP's and guidance on teaching children with SEND is being followed.	DoLS to be involved in x3 departmental reviews per year. To include work scrutiny and lesson observations and report back on the provision for	Review June 2018		No additional cost – planned task for Director of Learning Support

Updated June 2016

Next update June 2019

	children with SEND within that particular department.			
Introduce career and university guidance for children with SEND	To investigate university provision for children with SEND and offer useful guidance to our own sixth formers when making choices between HE providers	June 2019		No additional cost – planned task for Director of Learning Support
Screening 3rd Year (Yr 9)	Introduce a screening test for all children as they enter 3rd Year. LUCID EXACT should be used so that results can form basis of Form 8 Part A and possible consideration of access arrangements.		Completed Sept 16	
Access arrangement testing in-house: SS	Purchase range of testing tools suitable for JCQ access arrangements (CTOPP, GORT, WRIT, WRAT, TOMAL). Testing procedure to be communicated with parents and to run from 3rd Year onwards.		Completed Sept 16	
Introduce group support intervention: IS	Work with SMT in WL to consider need for group literacy support and research suitable options for KS1.		Completed Sept 17	
Investigating useful technology for students with SEND: SS (Year 2)	Continue to research and build technology into study skills support sessions. Recommendations could also be made in specific pupil IEP's and to individual teachers/departments where relevant.	Sept 2018		No additional cost – planned task for Director of Learning Support
Improve our existing range of specialist providers and assessors.	Continue finding excellent external specialists whom we feel confident in recommending to our parents including SaLT, ASD assessor, dyslexia level 7/APC assessor	June 2018		Cost of provision/assessment passed on to parents

Working Appendix (added September 2017)

1. Site master plan addresses some of the medium term aims for access to the physical environment. To be updated in June 2019.
2. Access to the curriculum is going to be developed in line with the Neurodiversity register by the addition of the Support Pathway, the Needs Assessment and Individual Health Plans. To be updated in June 2018.

Updated June 2016

Next update June 2019