



**THE KING'S SCHOOL**  
C H E S T E R

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## Accessibility Plan

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<b>Linked Policies</b>	<b>SEND Policy</b> <b>Equal Opportunities and Inclusivity Policy</b> <b>Admissions Policy</b>
<b>ISI Regulatory Requirement</b>	<b>Part 3</b> Schedule 10, sections 3(1)(a), (b); 3(2) (a), (b), (c); 3(3) (a), (b); 3(4); 3(5); 3(6) and 4(1) Cf commentary on the Regulatory Requirements 329-334

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### **POLICY STATEMENT**

The Governing Body at The Kings School Chester notes its responsibilities under the Equality Act 2010 and the Special Educational Needs and Disability Act 2001 and will undertake where possible to make reasonable adjustments, subject to limitations of building design and finance, to improve accessibility to its buildings and facilities in respect of those persons with a physical or mental disability as defined under these Acts. This policy should be read in conjunction with the Special Educational Needs and Disabilities Policy.

## **INTRODUCTION**

Our Admissions Policy and criteria (available to view on our website) are consistent with Equal Opportunities legislation with respect to pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school and we regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

Parents are asked to advise the school of any special needs of a prospective pupil at time of application. In assessing any pupil, or prospective pupil, the school may take such advice and require such assessment as deemed appropriate. Subject to this the school will be sensitive to requests for confidentiality.

With this in mind, this policy deals with the accessibility of the site with regard to mental and physical disabilities. For adjustments appropriate to children with educational needs or disability with regard to accessing the curriculum, reference should be made to the school's Equal Opportunities and Inclusivity Policy and SEND policy.

## **PHYSICAL ACCESSIBILITY**

### **PHYSICAL LAYOUT OF THE SCHOOL**

In considering access to the school the Governing Body is aware that disability can take many forms. At this stage they have concentrated on improving physical access to the site. Other forms of disability will be dealt with on an individual needs basis as they arise. The Governing Body has considered the site and identified the following areas of risk in respect of disabled access.

### **OVERALL SITE**

The school covers a wide area that comprises separate, buildings, from the 1960s through to modern day. Three of these have 1<sup>st</sup> floor storeys (without lifts) which predate modern day Disability Discrimination Act (DDA) guidance. The school has a system of having fixed classrooms for separate subjects, based on the valid grounds of having all facilities for a subject in one place. This requires pupils to go from classroom to classroom, occasionally up steps or stairs that will be on their route.

These problems mean that a pupil with impaired mobility might be disadvantaged by not being able to access some of the educational facilities that the school offers. These matters cannot be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features at prohibitive cost and which would require the agreement of the planning authorities. However, the school can still make alterations to help improve the current position. In the short term the school would be able to make modifications to a pupil's timetabled rooming requirements and provide temporary access ramps and should an existing pupil develop mobility problems and this should enable them to continue at the school.

## **EXTERNAL AREAS**

The site is generally level with tarmac and paved surfaces leading to all buildings. However, there are areas of stepped entry / exit - 1. Walsh building inner courtyard mid corridor 2. Library fire exit 3. The Rohan Ingley Centre at the side of the DT/Art Block on the site but there are alternative routes to buildings that avoid these areas. Along the paths there are no steps to be negotiated and the need for handrails for general access round the site is not readily apparent but could be addressed if need is identified. There is parking available on site that has been formally designated as disabled parking.

## **SENIOR SCHOOL**

The original school core was built in the early 1960s. This consists of main entrance, dining hall, theatre hall, offices, toilets, staffroom and teaching areas.

The surrounding structures and area to the core has undergone various extensions which started in and around the 1980s and provides the site with various curriculum zones.

The senior school structures described above are predominantly single-storey buildings with the exception of the theatre's 1<sup>st</sup> floor changing facility, the 1960s tower accommodates teaching spaces, general offices and senior staff offices. The single storey buildings provide the school with a total learning environment for students, teachers support staff and visitors alike. The learning spaces vary from science labs, prep rooms teaching spaces for all curriculum subjects, Information Technology, Library, offices and staff welfare facilities. There are adequate toilet facilities and disabled toilets are located throughout.

## **JUNIOR SCHOOL**

The Junior School was originally part of the 1960s senior school development when first sited from Chester city centre and the two schools are linked. As with the Senior School, the surrounding structures have been built predominantly single storey with the exception of the 1960s teaching blocks that currently house Music and DT studies. This block is the only two-storey structure throughout the Junior School.

The single storey buildings provide the Junior School with a total learning environment for students, teachers, support staff and visitors alike. The classrooms vary dependant on a variety of curriculum activities. Each entrance door has level access and surrounding pathways with the exception of the conservatory entrance. This entrance has external steps leading to the Junior locker area. Note: access is gained via the main entrance to the Junior School. There are adequate toilet facilities and disabled toilets are located throughout.

## **SPORTS CENTRE & SWIMMING POOL**

The Sports Centre is of modern construction and is a two-storey building. As part of the remodelling and modernisation program of this building a platform lift has been fitted, allowing disability access to the 1<sup>st</sup> floor. Floor levels throughout are level including entry and egress. There are adequate toilet facilities and disabled toilets are located on all floors.

The single-storey swimming pool, built in the 1970s, has been remodelled during the Sports Hall remodelling phase and allows for level entry and egress to main entrances. There is adequate toilet facilities and disabled toilets are located in the building.

## **WILLOW LODGE**

Willow Lodge is of modern construction and is a single-storey building. Floor levels throughout are level including entry and egress. There are adequate toilet facilities and disabled toilets are located throughout.

## **ART & DT BLOCK (SIMON FRASER ART & DT BUILDING)**

Art & DT block is of 1980s construction and is a single-storey building. Floors are level throughout including entry and egress. There are adequate toilet facilities and there is a disabled toilet.

## **MUSIC BLOCK (TIM TURVEY MUSIC BUILDING)**

The Music block is of 2005 construction and is a single-storey building. Floors throughout are level including entry and egress. There are adequate toilet facilities and there is a disabled toilet.

## ACCESS TO THE PHYSICAL ENVIRONMENT

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  Enable disabled visitors to know where the facilities are situated	Ongoing annual update to ensure dissemination Of information to all staff  Next update Inset September 2020	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 Junior School classes (upstairs) would be made accessible by moving classes if necessary. If pupils needed to access on the upper rooms, 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	
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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 necessary for any child admitted to the school
- determine appropriate support to accommodate those children and provide, if necessary, a designated room for any medical procedures which may need to take place during the school day
- ensure availability of aids/equipment to assist with pupils' mobility and every day needs
- execute risk assessments for each lesson and individual activities that may pose difficulties for pupils
- 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

## ACCESS TO THE PHYSICAL ENVIRONMENT – ESTATES DEPT. 3 YEAR PLAN

### Year 1 (2020) – Development phase

Targets	Strategies	Responsible	Criteria & timescale
Site Masterplan	Establish a plan of minor & major projects which will strongly improve accessibility and secure better access to buildings & grounds. Cross check the specification against the Estates Design Guide.	Estates	Agree project priorities based on weight of improvement (Jan 2020 – Located in document: Estates Condition Report)
Maintenance plan (see Every System)	Establish continuous planned works which contribute to accessibility improvements in line with the Estates Design Guide but which can be worked towards throughout the year. Typically, these will be small maintenance improvements such as: <ul style="list-style-type: none"> <li>• Colour scheme enhancement</li> <li>• Welfare facilities</li> <li>• Whiteboard walls</li> <li>• Pool disability hoist</li> <li>• Senior School corridor ESS112 – stair lift</li> <li>• Senior School ESS147 (2 storey central block) - stair lift / external lift?</li> <li>• Junior School EJS23 - - stair lift / external lift?</li> </ul>	Estates	Produce the Planned Preventative Maintenance schedule including accessibility upgrades (Jan 2020)
Building projects	Implement agreed refurbishment & new building priorities. Design, cost & submit planning and conservation officer applications 2018 -2019 to the LA.  <b>None required for projects being carried out during 2020</b>	Estates	Dependent on size of project forecast completion dates –
Maintenance projects	Plan work to be completed is held by Head of Estates as part of Estates Condition Report. Agree projects with wider school and set timescales, order materials and submit any necessary Building Regulations notices.	Estates	Complete schedule by year end (Aug 2020)

Review	Review Year 1 progress, and adjust the Year 2 plan to accommodate any recommendations	Estates, Governors/H&S Committee	Implement any measures agreed (Autumn 2020)
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### Year 2 (2021) – Continuation of Development phase

Targets	Strategies	Responsible	Criteria & timescale
Building Projects	Continue with the Implementation of agreed refurbishment & new building projects. Projects are: Masterplan is under review	Estates	Complete projects in line with Masterplan
Maintenance Projects	Plan work to be completed at the start of Year 2. Agree projects with wider School and set timescales, order materials and submit any necessary Building Regulations notices. Typically, these will be small maintenance improvements such as: <ul style="list-style-type: none"> <li>• Senior School corridor ESS112 – stair lift – under investigation – decision expected on feasibility study April 2020</li> <li>• Senior School ESS147 (2 storey central block) - stair lift / external lift? – under investigation – decision expected on feasibility study April 2020</li> <li>• Junior School EJS23 - - stair lift / external lift? – under investigation – decision expected on feasibility study April 2020</li> <li>• Boathouse Phase 2 remodelling –&amp; external lift? – under investigation – decision expected on feasibility study April 2020</li> <li>• Boathouse – modified landing stage – anti slip surface</li> </ul>	Estates	Complete schedule by year end 2021
Review	Review Year 2 progress, and adjust the Year 3 plan to accommodate any recommendations including feedback from all stakeholders	Estates, KLT	Analyse performance against the aims of the plan and policy (Aug 2020)
Formulate subsequent 3-year plan	Based on the analysis of the previous 3 Year plan, devise the next 3-year plan and allow for further surveys if necessary.	Governors, Estates, IT & KLT	Ensure new plan is agreed in time for Jan 2021

**Year 3 (2022) – Continuation of Development phase**

Targets	Strategies	Responsible	Criteria & timescale
Building Projects	Continue with the Implementation of agreed refurbishment & new building projects. Projects are: Masterplan is under review	Estates	Complete projects in line with Masterplan
Maintenance Projects	Plan work to be completed at the start of Year 3. Agree projects with wider School and set timescales, order materials and submit any necessary Building Regulations notices.	Estates	Complete schedule by year end 2022
Review	Review Year 3 progress, and adjust the Year 3 plan to accommodate any recommendations including feedback from all stakeholders	Estates, KLT	Analyse performance against the aims of the plan and policy (Aug 2022)
Formulate subsequent 3-year plan	Based on the analysis of the previous 3 Year plan, devise the next 3-year plan and allow for further surveys if necessary.	Governors, Estates, IT & KLT	Ensure new plan is agreed in time for the start of term (Sept 2022)

## ACCESS TO THE CURRICULUM

Goals	Strategies	Timescale	Outcome	Cost
<p><b>AWARENESS of children with SEND</b> Staff are aware of pupils with SEND and their needs</p>	<p>IEPs written and stored on iSAMS for all with SEND</p> <p>Constructing, maintaining and communicating a whole school SEND register, including EYFS, to all teaching and support staff</p>		<p>Completed Sep 19</p> <p>Completed Sep 19</p>	
<p><b>KNOWLEDGE AND UNDERSTANDING OF SEND</b> Staff have knowledge and understanding of a range of SEND conditions</p>	<p>Inducting new staff and staff joining throughout the year including support staff to include SEND training</p> <p>Responding to the training needs o of staff identified in PDPs including support staff, including assistive technology</p> <p>Recommending and funding external training courses where appropriate</p> <p>Sharing best practice by SEND team attending external training and sharing with relevant staff</p>	<p>2020</p> <p>2021</p> <p>2020</p>	<p>Completed 2019</p>	<p>Training costs, CPD budget</p>
	<p>Providing internal CPD programme on neurodevelopmental conditions to be completed by all staff</p>	<p>2021</p>		

<p><b>LEARNING</b> Reasonable adjustments are present in every lesson for pupils with SEND so that learning can take place and lessons are accessible</p>	<p>IEPs are read and used by all teaching staff monitoring through lesson observations and learning walks</p> <p>Close working relationships between SEND team and Academic Management teams in all three schools</p>	<p>2020</p> <p>2021</p>		
	<p>Including SEND as a foundation stone in the academic development plan so that Department Development Plans in the Senior School are written with SEND students in mind.</p> <p>DoLS sitting on Academic Board so that middle academic leaders (HoF) have awareness and knowledge to raise and discuss SEND within their teams</p> <p>Assistive technology is considered and used where appropriate in lessons and exams and considered as part of the Digital Strategy Group.</p>	<p>January 2020</p>	<p>Completed 2018</p> <p>Completed 2017</p>	

<p><b>SUPPORT and DIAGNOSIS</b> Joined up approach to supporting children with SEND who have other cooccurring needs (mental health and or medical conditions)</p>	<p>Team approach medical, counselling, pastoral and academic teams liaising to support pupils with cooccurring needs.</p> <p>Liaising and making links with external specialists who can support individuals and the school</p>	<p>Jan 2020</p>		<p>RI Centre and pastoral management teams</p>
<p><b>SUPPORT and DIAGNOSIS</b> Targeted support if available for children with SEND including dyslexia, ADHD, ASC, dyspraxia</p>	<p>‘Time out’ facility to be resourced through the LS team and facilitated in the new pastoral centre</p> <p>Introduction of Social Skills teacher to offer 1:1 and group work within the SS, JS and WL to children on the autism spectrum</p>	<p>June 2020</p> <p>Sep 2020</p> <p>Sep 2020</p>		<p>RI Centre</p> <p>Staffing cost social skills teacher and contract to be considered</p> <p>Subscription costs for online support</p>
	<p>Offer a 1:1 social stories lesson for all children with ASC with our Learning Support Assistant</p> <p>Offer a space which is suitable to support children with ASC and sensory issues which is calming</p> <p>Offer and be able to provide 1:1 specialist dyslexia support to all of those diagnosed with dyslexia and needing early intervention JS and or Senior School</p> <p>Offer assistive technology support and training where appropriate</p>	<p>Jan 2020</p> <p>Sep 2020</p> <p>Sep 2020</p>		<p>programmes and assistive technology</p> <p>Staffing cost increased dyslexia teacher hours JS/WL</p>

<p><b>EXAMS</b> Provision for children with SEND in school entrance exam process to ensure no discrimination on the grounds of SEND</p>	<p>Regular review of application form, application procedure, Terms and Conditions and SEND Policy</p> <p>Close liaison between SEND team and Admissions and Director of Studies in JS and SS to provide exam access arrangements in school entrance tests.</p> <p>DoLS to be part of the team discussing admissions into WL and liaising closely with EYFS providers and parents</p>	<p>Jan 2020</p>	<p>Completed Nov 2019</p> <p>Completed Sep 19</p>	
<p><b>EXAMS</b> Provision for children with SEND in internal and external exams to ensure a level playing field</p>	<p>Screening of children in Year 9 to check for EAA</p> <p>Internal testing of students and completion of paperwork to apply for EAA in external exams</p> <p>Constructing, maintaining and communicating a Senior School EAA register</p> <p>Working closely with Director of Studies and Examinations Officer to ensure student have extra time, reader, scribe, separate accommodation, rest breaks, buff paper and WP in exams where needed</p>		<p>Completed Sep 17</p> <p>Completed Sep 18</p> <p>Completed Sep 18</p> <p>Completed June 19</p>	<p>Invigilation and rooming</p> <p>Annual subscription cost for the screening tests</p>
<p><b>TRIPS</b> All children have the opportunity to take part in curriculum-based trips regardless of their SEND</p> <p>Staff on the trip have full awareness of specific needs and adjustments</p>	<p>Trip paperwork reviewed and updated to ensure that staff taking trips consult DoLS before the trip</p> <p>IEPS read and considered before the trip</p> <p>Additional staffing for children needing support on trips is considered at the earliest stage and added to the overall cost of the trip</p>		<p>Completed Oct 2019</p> <p>Completed Oct 2019</p>	<p>Costs of additional staff to be covered by parents</p>