



Accessibility Plan 2019-2022

This policy is applicable to all pupils in the school, including those in
Boarding and in the EYFS.

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Person/Body reviewing:	TP/MM/Executive Board
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Ethos and aims

King's Rochester ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the school.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which pupils with disabilities, including those with special educational needs, can participate in the school's curriculum.
- improve the provision of information, to pupils with disabilities.
- wherever possible, make reasonable adjustments to the access to facilities to increase the ease with which pupils with restricted mobility can take part in normal school activities.
- improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services offered by the school.

How the plan is constructed

The School's Executive Board (EB) dedicates two of its meetings each academic year to discussing the Accessibility Plan and co-opts the, Head of Learning Support (SENCO) and the Registrar plus any additional members whose expertise in any field would be of assistance. Its terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of the school's education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's accessibility plan

4. to review such plans and policies as necessary and at least on an annual basis.

The School's EB and co-opted members have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The plan and targets have been widely circulated to all teaching and support staff, pupils and is available upon request from the Estates Bursar.

How the plan is reviewed and monitored

The School's EB and co-opted members meet biannually to frame recommendations for inclusion in the plan. These recommendations are then placed on the agenda for the next meeting of the Buildings and Facilities Sub-Committee. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various

elements.

There is a formal review of the implementation of the plan at the June meeting of the full governing board. The Principal provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

Aims of the Accessibility Plan

King's Rochester acknowledges its non-discrimination and planning duty towards both pupils, staff, parents, Governors and members of the wider community who have a disability. It fully supports the general principles set out in the Equality Act 2010 (in particular Schedule 10), the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice 2015.

The school recognises that a person has a disability if he/she has a physical or mental impairment which substantially and in the long term adversely affects that person's normal day-to-day activities. A pupil with a disability is not assumed to have a special educational need under the terms of the Education Act 1996 and the SEND Code of Practice 2015; each pupil with a disability will be given separate consideration. It is the school's policy not to treat a person with disabilities less favourably for a reason related to his/her disability than a person who does not have a disability, without justification.

The school acknowledges its duty to its pupils with disabilities and prospective pupils. A pupil with restricted mobility may be unable to access some or all of the educational and recreational facilities that the school offers. Wherever possible, the school will make reasonable adjustments to the timetable to allow pupils with restricted mobility to attend rooms with easier access within the school.

The school requires parents to complete a Registration Form, disclosing whether their child has a disability, educational needs or medical condition. In assessing any pupil or prospective pupil, including those for Nursery places, the school may take advice and require assessments, as it deems appropriate. The school will also request references and liaise with

schools on specific matters.

The school will advise parents of the reasonable adjustments it can make based upon the information given and advice received, to enable a prospective pupil to take up a place at the school and to satisfy the admissions criteria outlined above.

Where the school agrees to provide additional services, such as the use of support teachers, parents may be charged for this service at a level that reasonably reflects the cost to the school of providing that service. Details of current costs would be provided in writing.

Physical environment

The School is fortunate to occupy a picturesque site within central Rochester, Kent. Nursery (EYFS) , Pre-Preparatory School and Preparatory School buildings are situated around a central Paddock, with pupils having access to purpose-built teaching facilities, computer suites, music practice rooms and science facilities, as well as a modern dining hall, drama studio, indoor swimming pool and conference centre. The Conference Centre has a lift enabling pupils and staff access to the dining facility on the lower ground floor. Senior pupils make use of some of these facilities at various times, as well as a range of buildings within the Cathedral Precinct and its environs. Older pupils access a school hall with stage for productions, art studios, ICT suites and Science and Design Technology laboratories & language workrooms, libraries and study areas. In addition, the School has a boys' boarding house (School House) neighbouring The Vines, and a girls' boarding house (St Margaret's House) neighbouring St Margaret's Street.

A medical database is held and highlights any pupils with significant medical conditions and those pupils with a current medical need. Information is shared with staff to maintain and promote their health and wellbeing, not only in the school environment but in the wider context of trips and extracurricular activities. Liaison between parents and Sisters ensures the information is both current and shared appropriately in line with current GDPR guidelines. Pupils with a short or long term mobility issue are reviewed by Sisters. A Health Plan is completed with the pupil, sometimes parents, this can highlight areas that need additional support. A Personal Emergency Evacuation Plan (PEEP), is then instigated ensuring safety within the school, to which staff are made aware. The school acknowledges Section 100 of the Children and Families Act 2014, which places a statutory requirement upon schools to 'make arrangements for supporting pupils at the school with medical conditions'.

Educational provision

The school's philosophy is to enable all pupils accepted into the school to have access to an appropriate curriculum, to achieve their academic potential and strive to ensure that no pupil's progress is held back by any kind of additional learning need.

All pupils follow a broad range of subjects and from Year 10 onwards have a degree of choice about which they continue to study to best suit their interests and needs. All pupils are fully integrated into school life and participate in the whole curriculum including co-curricular activities, such as school trips, sports teams, clubs and societies. Academic progress is monitored every half-term using effort and attainment grades, the school also uses a range of CEM data analysis to provide a measure of baseline ability and ascertain pupils' strengths and weaknesses as well as showing value-added data in order to help evaluate the impact of our learning environment.

On entry to the school, all pupils undertake a range of assessments in order to help identify pupils who will be able to access the curriculum at King's and a child who may have an underlying difficulty and therefore find the pace of learning difficult. Taking these assessments into account, the Headmistress of the Pre-Preparatory School, the Headmaster of the Preparatory School or the Principal (if the pupil is entering the Senior School) will discuss with the prospective parents the suitability of a place for a pupil and whether any reasonable adjustments can be put in place to allow the pupil entry to the school.

Staff at the school regularly review their teaching strategies to ensure that any potential barriers to learning and participation by pupils with disabilities are removed. Regular meetings are held to assess pupil progress and well-being.

Improving access to the physical environment

Building	Current status	Action and Resources Required	Timescale	Responsibility	Evidence of Implementation
Chadlington House	Current access to Chadlington Hall is via the stairs	School to purchase wheelchair climber to negotiate steps	Summer 2020	Estates Bursar	Completed
	Steps to front of Chadlington House require remarking regularly for those with visual impairment or reduced vision	Refresh yellow colour paint on step edges.	Annually	Maintenance team	Maintenance carried out annually
	Lighting IT classroom room inadequate	Replace existing lighting with LEDs	Summer 2018	Maintenance team	Completed
Preparatory School and St Nicholas House	Staircase possible slip hazard and not compatible for those with visual impairment or reduced vision	Staircases to be equipped with anti-slip strips	Summer 2018	Maintenance team	Completed
	Wash facilities – currently not accessible for wheelchair use.	Consider converting two cubicles into one for wheelchair access. as required	Summer 2021	Estates Bursar	
St Ronan's House	Step up to top courtyard too high	Build intermediate step to reduce height	Summer 2020	Maintenance team	Completed
St Margaret's House	Parking – no space for disabled parking	Disabled bay to be marked in the yard area behind swimming pool	Summer 2021	Maintenance team	
		Install ramp for entry to St Margaret's garden as required	Summer 2020	Maintenance team	Temporary ramp available
	Step from living room/kitchen area to sleeping area and office.	Access ramp to be installed as required	Summer 2020	Maintenance team	Temporary ramp available

Old St Margaret's	Access – step into building entrance	Install access ramp on front entrance Step as required			Access ramp installed
Davies Court	Wash facilities – separate facilities in both teaching area.	Wash facilities – staff toilet to be converted to wheelchair access facility.	Summer 2021	Maintenance team	
	Lighting Art classroom room inadequate	Replace existing lighting with LEDs	Summer 2018	Maintenance team	Complete
The College	Access – currently step into building and only one handrail on both stairways.	Access – fit dual handrails and access ramp	Summer 2021	Maintenance team	
	Lighting in 6 th Form Centre and computer room inadequate	Replace existing lighting with LEDs	Summer 2018	Maintenance team	Complete
School Hall	Access – step into main entrance, but portable ramp currently available.	Access – make ramp permanent fixture when Hall is refurbished	Dependant on refurb programme	Estates Bursar	
Mackean House	Parking – disabled parking area in main school yard.	Parking – One bay in MSY to be labelled as disabled parking	Summer 2021	Maintenance team	
	Access – Single door entry and steps into building.	Access – the property is in a conservation area with strict planning restrictions – temporary ramp to be available	Summer 2020	Maintenance team	Temporary ramp available
DT Block	Parking – disabled parking in main school yard.	Parking – convert one bay into disable bay	Summer 2021	Maintenance team	
	Visual – Screens and whiteboards are high on walls.	Visual – lowered screens and whiteboards.	Summer 2020	Maintenance team	Completed
	Access – steps and concrete stairs.	School to purchase wheelchair climber to negotiate steps	Summer 2020	Estates Bursar	Completed

Science block	Parking – parking bay in main school yard.	Parking – convert one bay to disabled bay	Summer 2021	Maintenance team	
	Access – Steps in to building.	School to purchase wheelchair climber to negotiate steps	Summer 2020	Estates Bursar	Completed
	Currently steps to Chemistry labs.	School to purchase wheelchair climber to negotiate steps	To be confirmed	Estates Bursar	Completed
	Physics lab steps to entry.	School to purchase wheelchair climber to negotiate steps	Summer 2020	Estates Bursar	Completed
		Replace existing lighting with LEDs	Summer 2019/20	Maintenance team	Completed
School House	Parking – no disabled bay.	Parking – convert one bay into disabled bay.	Summer 2020	Maintenance team	Completed
	Visual – Menu selection boards high.	Visual – lower displays for menu choice	Summer 2020	Maintenance team	Servery refurbished in 2018
	Access – barrier only allows narrow access to food serving area.	Access – remove barrier to food serving area	Summer 2018	Maintenance team	Servery refurbished in 2018
	No ground floor sleeping accommodation.	Install ramp for access into building and accommodation area		Maintenance team	Completed
		Convert office into downstairs accommodation with wash facilities		Maintenance team	Completed
	Lighting in accommodation, kitchen and laundry inadequate	Replace existing lighting with LEDs	Summer 2018	Maintenance team	Completed
Cheetham Block	Access – step into building	School to purchase wheelchair climber to negotiate steps	Summer 2020	Estates Bursar	Completed

Swimming Pool	Access to water via vertical steps.	Access – fit winch hoist entry seat as and when required.	TBD	Estates Bursar	
Satis House	Access – ramp access into building and library.	Access – the property is in a conservation area with strict planning restrictions, access to library available through garden			
	Fit hand rails to the steps leading to Satis House			Maintenance team	Completed

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Develop curriculum audits to ensure they do not inadvertently discriminate against pupils with a disability or SEN		Summer 2020	Head of Learning Support	All pupils have access to the full curriculum
	Review the Curriculum Policy to ensure that that it meets the needs of all learners, including those with an AEN	Liaise with all relevant stakeholders	Autumn 2019	Head of Learning Support	All pupils have access to the full curriculum
	Annual liaison between LS Department and Admissions to ensure appropriate provision is in place for the needs of all incoming pupils	Head of LS to be consulted about all potential pupils with disability prior to the offer of a place to assess any reasonable adjustments required Head of LS is involved in assessments where a potential learning difficulty is flagged	Ongoing	Head of Learning Support and Marketing	Appropriate provision is in place for needs of all incoming pupils
	Review the curriculum to ensure that that it meets the needs of all learners, including those with an AEN	Conduct a curriculum review - in the context of thinking about introducing BTECS which could be more accessible for pupils as there is continuous assessment	Summer 2021	Deputy Head Academics	Appropriate provision is in place for needs of all learners, including those with an AEN

Medium Term	Staff development on AEN's of pupils through INSET and ensure staff are aware of their responsibilities and requirements under the relevant SEND Code of Practice	Provide specific training for teachers on how to support pupils with a particular disability	Ongoing	Head of Learning Support	Increase in Staff confidence in providing appropriate teaching and learning to pupils with disability
	Annual review of LS practice regarding exam access arrangements in accordance with updated regulations. Amendments to be included in relevant school policies	Working practices of school to be amended in order to meet updated requirements Information provided to stakeholders regarding access arrangements for pupils with learning difficulties and/or disabilities	Ongoing	Head of Learning Support and Exams secretary	Updated and adjusted working practices in order to meet requirements of exam boards

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Consider how information such as handouts, timetables, and information about school events can be disseminated in alternative formats such as large print, audio using ICT, or providing the information orally	King's to provide guidance for the use of hearing aids	Summer 2020	Head of LS	Improved communication for pupils/staff with hearing difficulties
		Provide prospectus and Admissions information in a larger typeface	Summer 2020	Head of Marketing	Improved delivery of information to pupils, parents and visitors with disabilities
Medium Term	To identify highly skilled members of staff within the school to act as role models for other staff to observe and share best practice for differentiation and teaching and learning		Summer 2021	Head of LS	Sharing of best practice with all staff
Long Term	To support other schools with the delivery of teaching and learning through offering training courses or outreach		Summer 2022	Head of LS	