



# KING'S SCHOOL

ROCHESTER SINCE 604 AD

## Accessibility Plan 2023-2025

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

This policy was adopted on:	May 2023
Policy last reviewed on:	April 2023
Person/Body reviewing:	Director of Operations/Senior Deputy Head
Date of next review (except in the case of Relevant legislation):	April 2025
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## **Ethos and aims**

King's School Rochester 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 Principal will delegate the drafting and subsequent review of this plan to those members of the School's Management with expertise that will properly inform the plan's development. Those reviewing the plan will:

1. Review the plan and associated policies as necessary and at least on an bi-annual basis.
2. Make recommendations with a view to improving the accessibility of the school's education to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
3. Consider 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 and welfare.
4. Consult with staff responsible 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 will be widely circulated to all teaching and support staff, pupils and is available upon request from the Principal's PA.

## **How the plan is reviewed and monitored**

The Plan will be reviewed biannually to review actions and consider additional recommendations. These recommendations are then discussed by the Whole-School SMT. The plan is then reviewed by the full governing board. The Principal, or his nominee, will provide a full report at this meeting and will identify which actions have been achieved and where any delay in implementation is foreseen. The plan will then be 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 two 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 School Rochester acknowledges its non-discrimination and planning duty towards both pupil's, 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 and/or has long term adverse effects towards the 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 favourable 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 of 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 an Admissions 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. The Nursery and 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 a stage for productions, art studios, IT studios, IT suites and Science and Design Technology laboratories & language workrooms, libraries and study area. 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 the School Nurse 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 the School Nurse. A Care 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.

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 school 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 (of 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.

## Accessibility Plan Actions

Actions	Description	Timescale	Responsibility
Ensure KSR can assist disabled visitors in accessing the Quire	Cathedral Staff will train KSR Staff in the use of the Wheelchair Ramp on the South Side	Midsummer Term 2023	SJP
Exams Access Arrangements	Our Exams Officer will continue to ensure that any pupil who needs additional arrangements to ensure that they have equal access to public exams will be suitably assessed and supported.	Ongoing	VHC
Raised Path to Bobs	A slightly raised path will be put in place to reduce the step height. In addition, in time, a ramp could also be included to further improve access to Bobs.	Midsummer Term 2023	KJS
Cap Ex Projects	Accessibility will be a key consideration when planning for any future Capital Expenditure Projects on the School's Estate.	Ongoing	KJS
Minibuses	Consider the hire of at least one accessible minibus should the need arise or at the point that we come to renew our hire agreement.	Ongoing	KJS
Equal Opportunities Employment	HR will include an Equal Opportunities monitoring form with all applications. HR will carry out regular monitoring to ensure that we are receiving applications from all areas of society.	Ongoing	AOB
Governors EDI Monitoring	The Clerk to the Governors will monitor the applicants for and make-up of the Governing Body. An Equal Opportunities monitoring form will be included with all applications.	Ongoing	JYC
DIA MAPHA Sub Group	SJP will work with OMS to review the remit of the MAPHA Sub Group and to consider pupil-led projects to improve accessibility within the School.	Midsummer Term 2023	SJP
CPD	The School will continue to include issues related to Accessibility and EDI in its programme of regular CPD.	Ongoing	PNM