

KINGSMEAD SCHOOL HOYLAKES TRUST LIMITED
Including Boarding and Early Years Foundation Stage

**School Accessibility Plan 2018 to 2021
(SENDA Policy)**

Introduction

Kingsmead School is a non-selective all-through day school, co-educational from age 2- 18. In admitting pupils it aims:-

To admit children regardless of race, ethnicity, religious views, language or disability.

Admissions

- 1.1 Admission to Kingsmead School depends upon a prospective pupil meeting the criteria required to maintain the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel confident that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful career and emerge a confident, well-educated and well-rounded young person with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school.
- 1.2 The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make **reasonable adjustments** not to put any disabled pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of his or her disability.
- 1.3 The school asks parents to provide all information concerning any disability or special needs in writing when they first approach the school regarding a potential placement for their child. Providing the school with details of the nature and effect of any disability enables it to consider any reasonable adjustments it may need to make.
- 1.4 In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.
- 1.5 Parents of disabled children are also offered the opportunity to discuss their child's needs with the school Special Educational Needs Coordinator and Headmaster.
- 1.6 Arrangements can be made for discussions between the form tutor and the parents prior to entry in order to establish clear procedures.
- 1.7 Arrangements can be made for discussion with the school prior to entry in order to ensure that the school has the correct training.

School Environment

- 1.8 The school recognises the problems inherent in its layout; it consists of a number of old buildings of several storeys, without lifts, that are difficult to access for someone of limited

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED
Including Boarding and Early Years Foundation Stage

physical ability. These buildings have been extended as the school has developed through the years.

- 1.9 Many subjects are taught in dedicated subject teaching rooms. This requires pupils to go from classroom to classroom often up steps and stairs in buildings without lifts. A pupil with impaired mobility would be disadvantaged by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers.
- 1.10 These matters cannot be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at a prohibitive cost and subject to the limitations of the historic buildings. Even the fruition of long term plans can only go some way to ameliorate the position.
- 1.11 The following applies:
- i) Multi storey buildings with some steep, narrow staircases and no lifts
 - ii) Some small less spacious classrooms and, in places, narrow corridors
- 1.12 Adjustments that have been considered and will be implemented as facilities are improved:
- i) Provision of disability aids around the buildings, e.g. grab and hand rails on stairs and steps, ramps for wheelchairs
 - ii) Inclusion of more disabled lavatory facilities for pupils within the programme of rolling refurbishment

Formulation and Review

- 1.13 The H & S Committee along with the Bursar and governors, constantly review these items. A requirement for any future buildings and extensions will be:
- i) To review the schools' policies, procedures and facilities as they are likely to affect pupils or prospective pupils who are disabled.
 - ii) To make recommendations with a view to improving the accessibility of education in its many aspects to pupils or prospective pupils with disabilities, by means of reasonable adjustments and by planning for the future.
 - iii) To review such plans and policies as necessary every three years.

The following areas have been considered in detail with the results set out below.

Curriculum

Appropriate action will be taken to ensure that lessons are organised in ways which offer the best possible opportunities for full participation by disabled pupils.

There will be designated members of staff (SMT, SENCo) with whom disabled pupils and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure

KINGSMEAD SCHOOL HOYLAKES TRUST LIMITED
Including Boarding and Early Years Foundation Stage

that learning support and other needs are identified and made known to relevant staff. This approach will also be used to enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs.

All appropriate steps will be taken to ensure that a pupil who becomes disabled during their time at the school has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start. The school will aim to ensure that disabled pupils have equal access to all pupil facilities.

Health and Safety

The school will ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures.

Pastoral Care

- 1.14 Kingsmead School has considered these issues and identified the following difficulties that might be encountered by those children with a disability. These include (dependent on disability):
- bullying.
 - non-integration leading to friendship problems.
 - poor physical and mental welfare.
- 1.15 A number of strategies have been identified to deal with these potential difficulties:
- use of our PSHE programme to educate pupils about disability issues.
 - improved training for staff to identify difficulties at an early stage, with focus on the form tutor system (use of specialist outside agencies where appropriate).
 - enhanced role for those who are first-aid trained in co-ordinating feedback about pupils with disabilities.
 - use of mentors and “buddies” as appropriate, to aid integration of the disabled pupil.
 - wide range of lunch and breaktime clubs to provide opportunities for small group activities, e.g. Social Communication groups; Quiet Activity club

Awareness and observance of the policy

- 1.16 Kingsmead School believes that much good work has been done to ensure an inclusive approach to education has been adopted. The current policy seeks to consolidate previous adjustments and practices and outline future plans in a coherent way.
- 1.17 The Accessibility Plan that accompanies this policy is a blueprint for the next three years and outlines the detailed adjustments that Kingsmead will make to improve accessibility for existing and prospective pupils to education here.
- 1.18 All other policies of the school which have a bearing on disabled pupils will be amended and revised to be consistent with the Accessibility Plan.

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED
Including Boarding and Early Years Foundation Stage

- 1.19 The school believes that all policies and information should be available in a format which is accessible to parents with disabled children.

Please also refer to Admissions Policy and SEND Policy.

Compliance

This policy complies with the statutory requirements laid out in the guide SEND Code of Practice 0-25(Sept 2014) and has been written with reference to the following guidance and documents:

Statutory Framework for the Early Years Foundation Stage April 2017

Equality Act 2010: Advice for Schools DFE May 2015

Statutory Guidance on Supporting pupils at school with Medical Conditions Dec 2015

The Children and Families Act 2014

ACCESSIBILITY PLAN

Physical Features

Process for Identifying Barriers

- Premises planning is always made with Professional Consultants
- Feedback from users of the school
- Needs review for enrolment of pupils through enrolments forms and SEND Team
- SEND Reviews and/or Personal Education Plan reviews for pupils with special educational needs and disabilities
- Governor visits
- Recommendations from external agencies such as fire and insurance

Summary of Progress

- ✓ Mobile disability ramps provided at some locations to provide level wheelchair access
- ✓ Main building: LDU unit and quiet rooms
- ✓ Staff records updated to reflect need and disabilities.
- ✓ Gifted and Talented pupils including resource and quiet rooms
- ✓ Handrails in place for internal staircases
- ✓ On-going replacement of furniture

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED
Including Boarding and Early Years Foundation Stage

Objectives for Improvement in the Next Planning Period

Provision of disabled bay in parking area when car park improvements undertaken, subject to funding	August 2020 Est £4000
To review seating requirements in the entrance, meeting room areas to provide chairs with arms for visitors and adults with restricted mobility	August 2020 Est £1000
To ensure that new entrants into school are assessed for accessibility and ensure reasonable adaptations are made	ongoing
To review disability access to the front Reception area	August 2020 Est £2500
To improve disabled toilet facilities, to be included within planning permission of new building	August 2020 Est £2000
To plan for a disabled shower, to be included within planning permission of new building	August 2020 Est £3000

Monitoring of Plan

This plan to be monitored by the Finance & General Purpose Committee and the Health and Safety Committee and through regular premises inspections

School Curriculum

Process for identifying barriers

- Annual assessment procedures to identify standardised scores to monitor progress in Maths and English and to inform predicted grades
- Monitoring of class teaching, learning support and impact on progress
- SEND, Annual Reviews and Personal Education Plan (PEP) reviews
- Feedback and input from parents and external agencies
- Governor visits
- Cognitive Ability Tests in Year 7 to provide standardised ability scores. Used to identify strengths, areas of weakness and teaching and learning styles.

Summary of Progress

- ✓ A range of curriculum support equipment purchased to support access
- ✓ A range of support programmes accessed and staff training for either individual groups of staff and linked equipment purchased
- ✓ Introduction of different extracurricular clubs aimed at increasing participation of identified pupils through Sport Coaching
- ✓ To train a member of staff to administer Formal Assessment for exam access arrangements
- ✓ Whole School training on 'overlearning' with Pupils and developing a growth mindset in children

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED
Including Boarding and Early Years Foundation Stage

Objectives for Improvement in the Next Planning Period

Phased introduction of tablets into classrooms to aid use of audio-visual reading	September 2019 Est £1000
SENDCo and Pastoral Team to ensure relevant updates of services are made available to all staff (e.g. Child and Mental Health Services, In-House Counselling services, online Counselling services).	Ongoing
Introduce alternative lunchtime provision for pupils with social communications by introducing a staffed, Quiet Activity Club to Junior Department.	September 2019
Review of Behaviour Policy in terms of adaptations for children with additional needs	on going

Monitoring of Plan

This plan will be monitored by the Academic Committee. The Senior Master will monitor attendance at extracurricular clubs and alternative lunchtime provision.

Support Services

Process for identifying barriers

- Outcomes of Annual, SEND or PEP reviews
- Advice from external agencies
- Requests and identified needs of pupils and parents through discussion, observation, feedback
- Keeping up to date with local, county and national providers for support, e.g. local parent support group or services
- Governor visits

Summary of Progress

- ✓ Common Assessment Framework being applied and school acting as lead agency on some "Team around the Child" meetings
- ✓ Signposting of parents to support groups or services as applicable
- ✓ Vulnerable families identified and tracked separately for attainment, attendance and progress
- ✓ Staff training to support pupil access and needs, e.g ADHD
- ✓ Educational Psychology referral process to ensure more productive and focussed assessments of individuals to provide swift and targeted intervention
- ✓ Counselling services accessed for specific pupils

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED
Including Boarding and Early Years Foundation Stage

Objectives for Improvement in the Next Planning Period

Staff training in Dyscalculia	September 2019 Est £1000
Introduction of Speech Link and Infant Language Link to support speech development across the school	ongoing
Ongoing updates on Dyslexia training for all mainstream staff as per CRESTED	Ongoing

Monitoring of Plan

This plan will be monitored by the Academic Committee

Awareness

Process for Identifying Barriers

- Observations of learning, pupil comments
- Feedback from pupils, parents, staff and visitors
- Curriculum and provision review
- Feedback from External Agencies
- Governor visits

Summary of Progress

- ✓ Common Assessment Framework being applied and school acting as lead agency on some “Team around the child” meetings
- ✓ Signposting of parents to support groups or services
- ✓ Broader range of pupils with disability and SEN in school has widened pupils’ experiences
- ✓ Vulnerable pupils identified and tracked separately for attainment, attendance and progress
- ✓ Staff training accessed to support pupil access and needs, e.g. ADHD
- ✓ Educational psychology referral to ensure more productive and focussed assessments of individuals to provide swift and targeted intervention,
- ✓ Counselling services accessed for specific pupils
- ✓ Celebration of disabled pupil participation in playground and awards

Objectives for Improvement in the Next Planning Period

Purchase of Intervention programmes for Dyscalculia	September 2019 Est £800
Governor training required for new code of practice	August 2019 Est £600
Enhance the website to include “Dyslexia Unit” – What the LDU can offer	Ongoing Est £1000

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED
Including Boarding and Early Years Foundation Stage

Monitoring of Plan

This plan will be monitored by the Academic Committee

Communication

Process for Identifying Barriers

- Observations of learning, pupil comments
- Feedback from pupils, parents, staff and visitors
- Parent and children surveys
- Feedback from external agencies
- Governor visits
- SEN Review, Annual Reviews and PEP Reviews

Summary of Progress

- ✓ Introduction of a school notice board so the wider community can access school information
- ✓ Inclusion of school EYFS Newsletter on the school website
- ✓ Introduction of News and Letters

Objectives for Improvement in the Next Planning Period

Enhance the provision for parental involvement across the school through parents information evenings and safety training	ongoing
Enhance communication with parents in terms of work done through pastoral care	ongoing
Enhance parent surveys to include questions about disability and additional access arrangements that may be required for families	ongoing
School is able to identify means of communicating with parents with a disability e.g. visual impairment where there is an identified need	ongoing
Review the school website for accessibility requirements such as alternative headings on all pictures and graphics, seeking assistance from users within the parental community	ongoing

Monitoring of Plan

This plan will be monitored by the Academic Committee Governor

Overall Monitoring and Review

Whilst individual committees are responsible for reviewing aspects of the plan, the plan and relevant updates should be submitted through to the full Governing Body on an annual basis.

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED
Including Boarding and Early Years Foundation Stage

Approval and Review

This policy is approved and reviewed as follows:

Compiled	September 2018	C Liddy
Reviewed	September 2018	M G Gibbons
Reviewed and Approved	September 2018 Academic Committee	A Renison, Governor
Revised		
Circulated	Autumn 2018	Policies 'P' drive

P/school-policies/academic/A2isi