

King Ethelbert School Accessibility plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At King Ethelbert School we encourage our students to be individuals and to take responsibility for their own choices as well as teaching them tolerance and respect towards others. We develop in our students an international approach to society and an appreciation and understanding of the culture, history and languages of other countries. We want our students to be citizens of the world, to be active, compassionate, life-long learners and to develop the confidence to know and understand their own worth and purpose.

Specifically, we;

- Create responsible independent learners
- Provide an excellent academic education
- Foster a respectful, caring, supportive school community
- Provide an excellent education in life skills
- Develop respectful and confident international citizens.

Each child who joins our King Ethelbert school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

Our building and grounds also supports our inclusive vision for our students. King Ethelbert School benefitted from the Building Schools for the Future (BSF) process. The design of the

new buildings was fully inclusive for all staff and students whether they are able bodied, physically disabled or have visual or hearing impairments.

There are regular maintenance checks and procedures to ensure that this inclusivity is maintained e.g. steps and ramps are kept unobstructed, lifts are serviced, alarm systems checked etc. Since the completion of the BSF project there have been no changes in use of the buildings. The same colour schemes have been retained in these classrooms so that the contrast between colours is sufficient and appropriate to aid those students or staff who are visually impaired. There are a small number of classrooms upstairs near reception that are not served by a lift. If a student is physically disabled they are not timetabled into these rooms. If a student is temporarily impaired physically and is scheduled to use one of the upstairs classrooms then the whole of the class will be relocated.

Our buildings accommodate:

- Hearing and visual impairments
- Learning disabilities
- Ambulatory disabilities
- Wheelchair users

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We currently have links with the NHS occupational therapy team, the specialist teaching and learning service for physical disabilities and the school nurse.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Access to the building

There are various elements of the accessible design evident on the campus which include:

- Power assisted sliding doors to the entrances of the majority of the buildings.
- Level access to buildings.
- Visual contrasts to internal surfaces between key elements including walls, doors, floors, WC
- fixtures and fittings, handrails, lift controls, door handles and light switches.
- Passenger lifts with accessible controls and a voice announcer.
- Lift access to all floors.
- Unrestricted lift access provided for events where visitors are accessing the school.
- Accessible WC's of sufficient size and including grab rails, emergency alarms and fittings of
- the correct height for wheelchair users.
- Sufficiently wide entrance doors to classrooms.
- Height adjustable tables in science.
- Light fittings with diffusers to avoid excessive glare. All new lighting exceeds 2.3m in height
- to avoid interference with hearing aids.
- Refuge areas.
- Access to a portable vertical rise lift to access the stage in the main building.
- Three accessible car parking spaces.
- Directional and identification signs with sufficient visual contrast between text and
- signboard with case sensitive text to enable easier reading for partially sighted people or
- people with learning difficulties. The signs also include brail.
- Meeting Rooms provided on the ground floor for ease of access to visitors.

King Ethelbert School management and operational Issues relating to the campus:

There are a wide range of maintenance duties performed either in-house or by specialist contractors to ensure that the school's facilities continue to meet the needs of all users.

The duties include:

- External routes are kept clean, unobstructed and free of surface water, snow and ice.
- Designated car parking spaces are not used by non-disabled drivers and are kept clear of
- obstructions.

- Door closures and door ironmongery is maintained.
- Spaces required for wheelchair manoeuvres are kept free from obstruction.
- Lifts are checked quarterly for proper functioning.
- WC's are not used as unofficial storage areas.
- Regular cleaning and polishing of surfaces whilst ensuring that this does not render slip-resistant surfaces slippery.
- Ensuring that junctions between different flooring materials do not become worn thereby presenting a tripping hazard.
- Windows, lamps and blinds are kept clean to maximise available light.
- Blown light bulbs are swiftly replaced.
- Air conditioning and heating units are regularly maintained to minimise noise due to wear.
- Exit routes are checked daily for freedom from obstacles (including locked doors) and combustible materials.
- Alarm systems (including those in WC's) are checked weekly.
- Personal Emergency and Evacuation Plans (PEEPS) are provided for all permanent and temporarily disabled students and staff. These are maintained by the SENCo and Site Team.

In addition to the above the school shall ensure that:

Staff are trained in evacuation procedures with additional training provided as necessary for staff responsible for evacuating students with particular needs. Staff who teach students who require a PEEP are given the document so that they understand their responsibility to these students.

Any changes to the campus comply with the design philosophy as far as is reasonably practicable – repairs will be made on a like-with-like basis, redecorations will comply with colour contrasts, signs will be updated etc.

4. Access to the curriculum

Our school offers a differentiated and scaffolded curriculum for all pupils.

We use resources, both physical and human, tailored to the needs of pupils who require support to access the curriculum.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs using Assess, Plan, Do, Review where a student is identified on the SEN register.

To improve and maintain access to the teaching and learning environment we have:

- Internal signage suitable for visually impaired students
- Large print resources available of multiple sizes depending on student needs

- Note taker for Hearing Impaired students
- Link up between electronic whiteboard and student laptop (to support visually and hearing impaired students)
- Extensive use of Google Classroom to support communication with students and parents
- Large print, dyslexia and reluctant reader-friendly books are provided in our library.

5. Action plan

Our site is accessible for students, parents/carers and staff with a physical disability, hearing or sight impairment. Our provision is always under review, however, to ensure that the needs of all individuals are met every year by making reasonable adjustments.

6. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs and Disabilities Policy and SEN information report