# KHS Accessibility Plan

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| **Date of issue:** | 5th December 2024 |
| **Renewal date:** | 5th January 2029 |
| **Individual Responsible** | Director of Estates<br>SDH<br>DHA<br>SENDCos |

## Introduction

KHS aims to ensure that all pupils, staff, parents and visitors, regardless of disabilities or learning needs, have equal access to the school. We have high expectations of all of our pupils, and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and celebrate inclusion.

The Equality Act (2010) defines a 'disability' as when a person has 'a physical or mental impairment which has a substantial and long-term adverse impact on a person's ability to carry out normal everyday activities. This has some overlap with the definition of 'Special Educational Needs' (SEND) in the SEND Code of Practice (2015) and the Children and Families Act (2014), but not all pupils are disabled by their SEND and vice versa. 'Disabled pupils', for the purpose of this policy, refers not only to those pupils with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.

All stakeholders at KHS recognise the following duties placed on them as stipulated in the Equality Act (2010):

- To make reasonable adjustments for disabled pupils, so that they are not at a disadvantage
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To increase the extent to which disabled pupils can participate in the school curriculum

KHS will resource, implement and review the accessibility plan as necessary. This plan will be monitored and evaluated by the board of governors on an annual basis. The plan attached sets out the school's proposals for increasing access to education for disabled pupils.

## Physical environment

It is the school's policy to provide access to every area of the site where this is possible. Accessibility in certain areas of the school is constrained by the age and layout of the buildings. There are disabled toilets in both the main building and the Annex building. All specialist facilities such as D&T, Science, Art, Music, Drama, Theatre and Computer Science classrooms can all be accessed via lifts or ramps.

In other areas of the school, adjustments can be made to accommodate pupils or members of staff with disabilities.

## Access to the Curriculum

The Deputy Head Academic works with the Learning Support department to ensure that pupils are able to participate in the school's curriculum regardless of disability or SEND. If notified of a pupil's specific needs, adjustments can be made to increase a pupil's participation, for example, in the Games programme. Advice will be sought from any specialists working with the pupil to ensure participation is appropriate and as full as possible.

**Access to Information:**

The school aims to improve the delivery of information to disabled pupils and those with SEND, by considering the needs of individual pupils and tailoring provision accordingly. Cases are looked at on an individual basis according to need.

**Whole School**

| | Objective | Strategies | Outcomes | Time Scale | Success Criteria |
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| Long term | All stakeholders to be consulted for feedback on accessibility improvements. | Complete yearly staff survey focused on identifying actual/potential barriers to accessibility.<br><br>Conduct pupil focus groups each year, with a focus on a particular area of the school/curriculum, asking pupils to identify any accessibility issues they have experienced or perceive.<br><br>Share information gathered through parent focus groups, staff surveys and pupil focus groups with all stakeholders, including a display which is presented in a child-friendly way.<br><br>Learning support department to create action plan to address accessibility issues identified in feedback from parents, pupils and staff and share this with all stakeholders. | Pupils, staff and parents have the opportunity to share any accessibility improvements they feel are needed.<br><br>Parent, pupil and staff engagement is enhanced, and all parties have increased opportunities and a valued input into the continuous review of accessibility arrangements.<br><br>These issues are reviewed and, wherever possible, action is taken to ensure accessibility is improved. If immediate action is not possible, an action plan is created to achieve the change, or an alternative solution, in a specified time period. | Autumn 2025 *Completed 11/25*<br><br>Summer Term each year<br><br>As and when feedback is received | The school environment is more accessible for all stakeholders. |

**Improving access to the curriculum**

| | Objective | Strategies | Outcomes | Time Scale | Success Criteria |
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| **Short term** | All staff have increased understanding how learning can impact on a child's learning opportunities and how to meet these needs appropriately.<br><br>All pupils with learning differences have equal access to exams | Identify external training providers who have specialist expert knowledge in the fields of ADHD, dyslexia and Autism, and explore suitable CPD opportunities for them to share this knowledge with staff.<br><br>Update SEND policy<br>Ensure pupils' needs up to date on SEND register<br><br>Ensure all staff know how to access<br>1.SEND register<br><br>2.Pupil passports<br><br>New staff members have training on above within first 2 weeks<br><br>All pupils screened in Year 9 to establish need.<br>Teacher evidence collated to identify current difficulties in classroom.<br>Pupils identified for exam access arrangements through cognitive assessments and / or medical evidence | Staff have the knowledge needed to successfully teach and support learners with learning differences<br><br>All Pupils have equal access to exams and can confidently use their reasonable adjustments | Ongoing<br><br>Ongoing | All children are learning in a way which is suited to their individual needs. Via quality first teaching in the first instance<br><br>All pupils reach potential in exams |
| **Medium term** | To improve use of technology for pupils including laptops / assistive and adaptive technologies | Learning support department to work with teaching staff to identify pupils who need to use a laptop in lessons and public exams.<br><br>To ensure pupils have access to assistive technologies which improve access to curriculum.<br><br>e.g | All pupils have equal access to the curriculum and become independent learners<br><br>Quality of work reflects pupils' true ability | Ongoing<br><br>Ongoing<br><br>Ongoing | Pupils achieve maximum potential. |

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| | All staff fully understand and use technology in a uniform way | Read and Write<br>Radio aids<br>Bookshare technology<br>Regular training for staff on how to access information on pupils and how to meet their needs.<br><br>Further training on need for online materials in lessons – e.g. OneNote in science. | Vulnerable pupils have equal access to the curriculum<br><br>Pupils are confidently accessing work in uniform way | | Pupils achieve maximum potential.<br><br>Pupils achieve maximum potential |
| **Long term** | To integrate assistive and adaptive technologies into all areas of the curriculum so that all children understand what they are and how to use them as their usual way of working, if needed. | Learning Support department and SENDCos to work with Middle Leaders to identify adaptive and assistive technologies which can support access to, and skill development, for their individual subjects.<br><br>Middle Leaders to audit the subject specific skills taught in their curriculum and any barriers to accessibility, and identify appropriate adaptive and assistive technologies which can support/aid the development of those skills and overcome the barriers.<br><br>Middle Leaders to incorporate the identification and use of assistive and adaptive technologies into Schemes of Work. Lessons incorporate the teaching of how to use each assistive/adaptive technology successfully in each subject. Teachers highlight at the start of each lesson which assistive/adaptive technologies are | Staff understand which tools are best to support children with additional learning needs<br><br>Children understand how to accessibility tools suited to their individual needs.<br><br>Parents understand the tools which are available to children when completing their homework. | Pupil training on assistive technologies.<br><br>Parent workshop to take place.<br><br>Staff CPD training to take place by the end of the 24/25 academic year. *Completed- feedback leading to enhanced refresher where necessary INSET 01/26* | All children are able to engage with the online learning platform in school and at home.<br><br>All children can use assistive and adaptive technologies to fully participate in the curriculum in a way which is suited to their individual needs. |

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| | | appropriate for the lesson, this is referred to in the teacher's planning.<br><br>Monitor how assistive and adaptive technologies are taught and used in lessons through Lesson Observations, Learning Walks and monitoring of planning. | | | |
| | To ensure that the extra-curricular club provision meets the needs and interests of all children. | Learning Support department and SENDCos to work with Assistant Head Co-Curriculum to survey children and their parents to identify which clubs they would like to introduce.<br><br>Head of Extra-Curricular Activities to identify whether the club could be run internally or source potential external providers of clubs children have identified and ascertain costings and availability.<br><br>Head of Extra Curricular Activities to review the clubs timetable and identify how additional provision can be introduced. Share this with SLT.<br><br>New clubs programme rolled out and offered so children can access. | The extra-curricular clubs provision reflects the needs and interests of all children in the school. | Ongoing throughout 25/26 academic year | All children are able to fully participate in the extra-curricular provision of the school as the selection of clubs meets their needs and interests. |

**Improving access to the Physical Environment of the School**

| | **Objectives** | **Strategy** | **Outcomes** | **Time Scale** | **Success criteria** |
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| **Short term** | To ensure that all buildings comply with H&S regulations and meet the needs of wheelchair users<br><br>To review the current protocols for emergency evacuations, ensuring that protocols accommodate all needs of pupils, staff, visitors and parents. | To continue to discuss plans with reference to design and H&S requirements. Continuing audit of buildings in terms of H&S regulations.<br><br>To bring to the forefront items such as, clear signage, hearing enhancement services and physical IT improvements.<br><br>Provide training for Staff to ensure they understand how to support children with disabilities in the event of an emergency evacuation.<br><br>Learning Support staff and site staff trained in using Evac chairs Learning support staff have training in Manual handling and hoist training annually to support physically disabled pupil | Portable ramps bought for wheelchair access should they be needed.<br><br>Automated Wheelchair lift has been added to the school in the event of lift failure<br><br>PEEPS created to cover each individual pupil that requires it.<br><br>All pupils, staff and visitors are able to safely evacuate the building in an emergency. All staff who have a specific role in supporting a pupil, other staff member or visitor to safely evacuate, understands their role and the steps needed to successfully support them. | On going<br><br>On going | Environment proves to be comfortable for the impairment.<br><br>Buildings comply with H&S<br><br>All pupils, staff and visitors understand how to evacuate the school safely in a way that is suited to their individual needs. All staff understand the protocol for supporting each individual child with a disability during an emergency evacuation. |
| **Medium term** | Review of outdoor spaces to assess accessibility for prospective disabled pupils, identifying any possible barriers and the steps which would be needed to overcome these barriers. | Source appropriate suppliers of equipment.<br><br>Purchase equipment as and when needed.<br><br>SENDCO and Senior Deputy Head and Estates Manager to complete site visits to all outdoor spaces ( including PE sites) to assess any potential | All children are able to access all outdoor areas of the school, including play areas. | Termly H & S Meetings | Children are able to comfortably access all outdoor spaces and this is to be regularly updated on the Termly H&S meetings. |

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| | | barriers for prospective pupils with disabilities.<br>All members of the SLT are to identify areas for improvement as and when needed to the playground to make it more inclusive for wheelchairs users and pupils using walking aids, and the costings involved in adapting the playground, so that a plan can be implemented should a pupil with these needs join. | | | |
| **Long term** | To monitor and alter access to all buildings as appropriate for current/new intake pupils and any changes to the regulations. | To continue to monitor the learning environment for all pupils in order to meet their needs as fully as possible. | Environment is as accessible as possible for all children and staff. | On-going | To be continually monitored and reported on in the termly H&S meetings. SDH to report findings and suggestions to the DES |

**Improving provision of information**

| | **Objectives** | **Strategies** | **Outcomes** | **Time Scale** | **Success criteria** |
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| **Short term** | Big high quality screens in all classrooms.<br><br>The school uses a dyslexia friendly font for all communication. | Explore options and research good quality large screens. Purchase and install in all classrooms.<br><br>Teachers reminded regularly about accessibility of their presentation materials and the implementation of these techniques is audited as part of lesson observations.<br><br>Font communicated to all staff.<br>.<br>. | All pupils benefit from seeing information on a high quality display.<br><br>All staff use the appropriate font for all communication. | Summer Term 2025 – *10/09/25 All completed*<br><br>Summer Term 2025 – *10/09/25 All completed* | All communication is clear and readable.<br><br>All communication is clear and readable. |
| **Medium term** | Lesson materials are standardised and presented in a dyslexia friendly layout. | Training given on how to make an accessible ppt template with default background colours and font choice.<br><br>Work with teaching staff so that lessons resources are differentiated at point of delivery e.g worksheets font size / IWB presentations are clear etc. | All teaching materials are accessible for pupils with dyslexia. | Ongoing | Children with dyslexia can access all learning materials. |
| **Long term** | Digital access to all school information is available in alternative formats and compatible with assistive communication tools. | Marketing Manager and Head of IT to review website design focusing on accessibility features. Website will be altered to ensure that accessibility features are added so that all users can access digital information. Website platform will also be made compatible with | All digital information is accessible to all stakeholders. | Ongoing | All stakeholders are informed with all relevant information and are able to access it at all times. |

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| | | accessibility tools such as screen readers, and multimedia elements will be supported with subtitles. | | | |

Reviewed: January 2025 by James Lowe and Andrew Ritchie

Next review date: September 2026