

King Charles I School

Accessibility Plan

Version Control

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Policy approved by: Local Governing Body
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Version	Date	Details
1.0	27 th Nov 2017	Updates made to the 2016/17 review and evaluation and 2017/18 action plan.
2.0	8 th Oct 2018	Updates made to the 2017/18 review and evaluation and 2018/19 action plan.
3.0	18 th Nov 2019	Updates made to the 2018/19 review and evaluation and 2019/20 action plan.
4.0	28 th Feb 2020	<ul style="list-style-type: none">▪ A new 'Accessibility Audit' was undertaken in Feb 2020.▪ Updates made to the 2019/20 action plan.

The Equality Act 2010 came into force on 1st October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA).

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

Disability is defined by the Equality Act 2010: '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have a special educational need (SEN), but there is a significant overlap between disabled children and young people and those with a SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory. It requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable. The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

- Schools **must** publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.
- School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

The accessibility plan identifies the actions we intend to take over a three year period to increase access for those with a disability in three key areas. This plan sets out the outlined proposal to the governing body to increase access to education for disabled students in those three areas:

1. Increasing the extent to which disabled students can participate in the school curriculum
2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
3. Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

The local governing body will review and evaluate this plan annually.

At all times the school will also be equally aware of the needs of disabled staff, parents/carers and visitors.

In February 2020, the Trust Estates and Facilities Manager and Deputy Trust Estates and Facilities Manager/site manager at King Charles I School undertook an 'Accessibility Audit'. The 'Accessibility Audit' considered the physical environment of the school and looked at the following: whether the premises link easily to public transport; if there was disabled parking; whether there was full disability access from outside areas into the building; whether bells/exit buttons were placed appropriately; whether all work areas were accessible; whether the movement around the building was for all users; whether signage was clear; Whether there were adequate disabled toilet facilities; whether there was a provision for visual impairment; Whether there was a provision for hearing impairment; and whether there was an emergency evacuation plan in relation to disabled users. By taking these items into consideration it:

- identifies the necessary adjustments in the service provided to disabled customers to meet the requirements of the Equality Act 2010;
- recognises the possible obstacles, and devising solutions, to avoid possible litigation by discriminating by way of a worse service to a disabled customer;
- considers existing management and organisation of a building and the service from it, to achieve maximum accessibility;
- enables incorporation of reasonable adjustments on future refurbishment, regular maintenance and budget planning for substantial capital costs;
- helps gain consent for alterations, extensions and new builds in compliance with Part M of the Building Regulations; and
- assists application for Lottery, National Heritage and other public funding

Action plan 2018/19-review and evaluation

Target	Action Required	Action By	Priority (High/med/low)	Target Date	Cost	Review and evaluation
Obtain a new access audit	Liaise with relevant contractors in regards to carrying out a new access audit	IBS	Med	Jan 19	TBC	Moved to 2019/20
Improve movement around the school and reduce the number of accidents	Improve the use of pedestrian routes by all students; staff to educate students through assemblies and tutor time with a special emphasis on disabled students	CAG	Med	July 19	£5737	In 2018/19 work was carried out to areas around the school to improve the access for wheelchair users (e.g. access to the Woodward building).
Continue to improve attitude towards disabled people	Continue to develop contacts for assemblies and presentations to students	CAG	Med	July 19	N/A	Ongoing
Further improve the quality of teaching for all students in all year groups	Use of collaborative planning sessions in all departments	RAN/SBT	Med	July 19	N/A	The Progress 8 scores for our SEND students are outstanding and significantly better than the national averages.

Action plan 2019/20

Target	Action Required	Action By	Priority (High/med/low)	Target Date	Cost	Completed
Obtain a new accessibility audit	Liaise with relevant contractors in regards to carrying out a new access audit	SHR	Med	July 20	N/A	Completed in February 2020. It was noted that additional disabled car parking spaces would be required.
Improve movement around the school and reduce the number of accidents	Improve the use of pedestrian routes by all students; staff to educate students through assemblies and tutor time with a special emphasis on disabled students	CAG	Med	July 20	£30,160	<ul style="list-style-type: none"> In the 2019 summer holiday the main patio area including the slope down to the Hillgrove

						<p>site was resurfaced.</p> <ul style="list-style-type: none"> ▪ In October 2019 the pathway around the front of the school was resurfaced.
Continue to improve attitude towards disabled people	Continue to develop contacts for assemblies and presentations to students	CAG	Med	July 20	TBC	Ongoing
Further improve the quality of teaching for all students in all year groups	Use of collaborative planning sessions in all departments	RAN/SBT	Med	July 20	N/A	Ongoing