

# King Charles I School

## Accessibility Plan during the coronavirus (COVID-19) outbreak

The school's Accessibility Plan is unchanged during the coronavirus (COVID-19) outbreak, except for the following temporary change:

Increase access to **the curriculum** for students with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. (If a school fails to do this they are in breach of the Equality Act 2010.) This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these students in accessing the curriculum.

This will now include ensuring access to the curriculum through home learning during the phased return of schools following the COVID-19 partial school closures.

| Target   | Strategy   | Timescale | Responsibility  | Success Criteria  |
|--|--|-----------|---|---|
| Improve and maintain physical environment for students with a disability                       |  |           |   |   |
| To ensure full access to the Sports Hall and facilities for all students with a disability     | The designated teaching spaces have various entrances which allow for all students to have access.               | On going  | Site manager  | All students are able to access required areas of school. |
|  | Speiclaist furniture has been added to the designated teaching spaces to meet the needs of certain students.     | On going  | SENCO and site manager                                  | Full access to the curriculum                             |
|  | Toilets are accessible for all students  | On going  |   |   |
| Improve the access to the curriculum for students with a disability                            |  |           |   |   |
| To ensure all students can access home learning during the school closures.                    | Key workers are assigned to SEND students to adapt their work.   | On going  | SENCO, achievement assistants, pastoral team and C/SALs | Full access to the curriculum                             |
|  | Additional support calls to check access for Year 10 students.   |           |   |   |
|  | Teaching staff have been trained on how to adapt the resources to meet the needs of a small number of students   |           |   |   |
| To ensure all students can access their learning whilst in school as part of the phased return | Additional support is offered for vulnerable students.   | On going  | SENCO, achievement assistants, pastoral team and C/SALs | Full access to the curriculum                             |
|  | Students that require shaded paper have access to the paper they need for each session                           |           |   |   |
|  | Communication Centre students coming into school more often and for longer periods than the mainstream students. |           |   |   |

|   |   |          |                          |   |
|---|---|----------|--------------------------|---|
|   | They are access the same work but at their own pace with personalised support   |          |                          |   |
| Improve the delivery of written information to students, staff, parents/carers and visitors with disabilities         |   |          |                          |   |
| Ensure all students, staff, parents/carers and visitors are able to access all communication received from the school | <p>Over communication used over various platforms.</p> <p>Follow up phone calls made to ensure materials have been received.</p> <p>Interepration services and BSL specialist services used where required.</p> | On going | SENCO and the admin team | Full access to all communications from school |