

Accessibility Plan 2018 – 2021

King's College London
Mathematics School

1. Monitoring and Review

	Name	Date	Role
Written	Wavell Blades and Dan Abramson	26/02/19	Assistant Head and Head Teacher
Ratified	Education Committee	07/03/19	Governors
Reviewed	Finance & General Purposes Committee	12/6/19	Governors
Next review	Education Committee	Spring 2021	Governors

- 1.1 This accessibility plan ensures that King's College London Mathematics School will improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability are able to access the education and associated opportunities provided by King's College London Mathematics School.
- 1.2 The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Admissions Policy
 - Equality Objectives
 - Health & Safety Policy (including off-site safety)
 - Fire Evacuation Procedures
 - Special Educational Needs Policy
 - School Behaviour Policy
 - Quality Improvement Plan
 - Learning Teaching and Assessment Policy
- 1.3 The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues in their respective domains.
- 1.4 The School's complaints procedure covers the Accessibility Plan.
- 1.5 The Accessibility Plan will be published on the school website.
- 1.6 The Accessibility Plan will be monitored by the Education Committee of the Governing Body.

2. Responsibilities

- 2.1 All staff are responsible for identifying and removing barriers to learning for disabled students.
- 2.2 All leaders are responsible for improving accessibility within their area of responsibility.
- 2.3 The Governing Body is responsible for the approval of this plan.
- 2.4 The Head Teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

- 2.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

3. What is a disability?

- 3.1 The Equality Act (2010) states that "A person has a disability 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 carry out normal day to day activities". Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means **more than minor or trivial**. **Long-term** means **has lasted or is likely to last more than 12 months**.
- 3.2 The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.
- 3.3 The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:
- mobility;
 - manual dexterity;
 - physical co-ordination;
 - continence;
 - ability to lift, carry or otherwise move everyday objects;
 - speech, hearing or eyesight;
 - memory or ability to concentrate, learn or understand;
 - perception of risk of physical danger.

4. The Accessibility Plan

- 4.1 The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects statutory requirements for the setting of Equality Objectives.
- 4.2 The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The KCLMS School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

4.3 The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities 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 or auxiliary aids and equipment, which may assist these students in accessing the curriculum. Access to the curriculum is covered in section 4.4.
- Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe. Access to the physical environment is covered in section 4.5.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, textbooks and information about the school and school events; the information will be made available in various preferred formats within a reasonable timeframe. Access to written information is covered in section 4.6.

4.4 **Access to the Curriculum – The current position**

- Teaching, learning and assessment was graded Outstanding by OFSTED (April 2017).
- Pastoral care was graded Outstanding by OFSTED (April 2017).
- Links have been forged with external services and agencies such as Lambeth EP, CAMHS, Novo Counselling, Prevent etc.
- Enrolment data and information from feeder schools is used to inform planning tutor group allocations, access arrangements and other reasonable adjustments.
- Access Arrangements are in place for students who require them.
- Staff training is provided annually on SEN and barriers to learning.
- Academic Mentoring for all students takes place fortnightly with a timetable of topics for tutors to discuss.
- A part-time learning mentor works with SEN students and with students for whom literacy is a barrier to learning on a 1-1 and small group basis.
- Regular pastoral meetings for vulnerable students take place with the Lead Teacher (Sixth Form).
- A buddy system through induction and a mentoring programme between Year 13 students and Year 12s have been established.
- All students have access to/ participate in trips, visits and extra-curricular activities.
- Y12 students all participate in Independent Futures as part of their Careers education.

Priorities for 2018-2021

- To continue to provide outstanding pastoral care and support through the vertical tutor group structure.
- To strengthen the buddy and mentoring system between Year 13 students and new Year 12 students, and trial the use of alumni to help mentor Year 13 students.
- To develop a richer understanding of neurodiversity amongst the student body.
- To develop the range of extra-curricular activities through student voice.
- To provide bi-annual training for staff in relation to special educational needs and barriers to learning.
- To ensure that enrolment forms are inclusive and provide as much information as possible before induction.
- To ensure that any student that requires wheelchair access is always timetabled in a room with wheelchair access.
- To ensure that arrangements are made, for example through the timetabling of meetings to accessible locations, for any parent/carer or other visitor who requires a wheelchair.

4.5 Physical Access – The current position

- The ground floor of the main Lambeth Walk building is completely wheelchair accessible. There is a dropped kerb outside to enable access. The first floor is not currently wheelchair accessible.
- The ground floor of the Annexe (Kennington Road) building is wheelchair accessible. Other floors are not currently wheelchair accessible.
- The path between the buildings is wheelchair accessible.
- There are disabled toilets on both floors of the main building and on the ground floor of the annexe.
- There is a fire refuge area on the first floor of the main building at the top of the stairwell.
- A disabled Parking Space is available in the car park.
- All parents/carers are provided with access arrangements for Parent/Carer Consultation Evenings.
- The physical environment is safe and welcoming.
- There are lockers available for students to store bags and equipment.
- There are handrails on all staircases.
- There is clear visual signage, designed in accordance with the recommendation of the Sign Design Guide.
- All carpets in the student areas are approved by the Asthma association and control dust levels.
- All lighting has been selected to be suitable for students with autism.
- The site is continuously maintained, and a programme of works takes place over the school holidays that is approved by the Head Teacher following a termly review with the Business Manager of site priorities that includes a consideration of accessibility.

Priorities for 2018-21

- To address any concerns arising from the termly site review.
- To assess any students with disabilities who have enrolled at the school and create a plan to improve the physical environment and give training to staff to enable them to support that student – eg install an induction loop or introduce braille signage and have coloured edges on stairs etc.
- To ensure that accessibility needs of parents/carers are recorded through the school's enrolment process.
- To review with the Governing Body the accessibility of the first floor of the main building.

4.6 Written information - The Current Position

- Information sent to students and parents is often online or by email only.
- The Accessibility Plan is placed on the website.

Priorities for 2018-21

- To ensure that parent/carer written information accessibility needs are recorded on enrolment to the school, and that the school then provides written information in line with those needs.
- To ensure that printed versions of electronic information are available on request, and that students and parents are aware of this option.