

Accessibility Plan

2022 – 2025

King's College London
Mathematics School

1. Monitoring and Review

	Name	Date	Role
Reviewed	Nora Kettleborough	12/6/19	Assistant Head (PDBW)
	Education and Finance & General Purposes Committee	10/3/2022 and 22/6/2022	Governors
Next review	Education Committee	Spring 2025	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
 - Positive Mental Health 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 Assistant Head (PDBW) 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, independentCounselling services, Prevent, Kooth 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.

King's College London Mathematics School: Accessibility Plan 2022-2025

The version is in use from 10 March 2022

- All students have regular 1-1 meetings with their tutors 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 Teachers of Y12 and Y13.
- A vertical tutor group system to enable peer-to-peer support between year groups
- 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.
- Enrolment forms are inclusive and provide as much information as possible before induction. SEN students meet with the SENCO early in the Autumn term, and IEPs are created where appropriate. These are shared with staff, and again when the IEP reviews take place halfway through the year.
- There is a rich range of external and extra-curricular activities, such as through the cultural programme of events which are free for students to attend
- Curriculum structuring and information for students is now almost completely electronic, principally through Microsoft Teams, OneNote, SharePoint and Outlook
- There is a not-insignificant number of new staff each September with turnover and Outreach expansion, and there are many new systems for new staff to adopt rapidly to ensure consistency for students and that individual student needs are well supported

Priorities for 2022-2025

- To continue to provide outstanding pastoral care and support through the vertical tutor group structure.
- To develop the pastoral structures (Check-In, tutor time, House Time, Tutor 1-1s) to enhance student experience and to ensure consistency across tutor groups
- To strengthen the buddy and mentoring system between Year 13 students and new Year 12 students.
- To continue developing a richer understanding of neurodiversity amongst the student body.
- To develop the range of extra-curricular activities through student voice.
- To develop a strategy to increase reading across the school.
- To provide bi-annual training for staff in relation to special educational needs and barriers to learning.

King's College London Mathematics School: Accessibility Plan 2022-2025

The version is in use from 10 March 2022

- To ensure that new-staff induction includes time on access needs and SENs that are students exhibit.
- To develop a system of more regular all-staff updates on techniques to support students with IEPs.
- 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.
- To ensure that arrangements are made for any parent/carer who cannot access school events which take place online, for example parents evenings and Information evenings
- To improve information sharing between enrolment and student induction to ensure that teachers, especially tutors, have the information they need to support tutees and their parents
- To ensure that all learners with disabilities are able to access the electronic learning environments and they are adapted to suits their needs through effective deployment of the Learning Mentor and SENCO.

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 of 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 gender neutral toilet In the main building
- 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.

4.5.1 Plans for School Expansion

KCLMS Intends to expand within the time frame of this policy, to accommodate up to 50% more students. This expansion will focus on the main building, expanding across the rest of the ground floor (currently occupied by a doctors surgery), but offers an opportunity to also resign the first floor of the main building, and make adaptations to the annexe building. This means that there will be substantial change to the physical school building within the 2022 - 2025 time frame.

4.5.2 Environmental Audit

KCLMS underwent an environmental audit in December 2021, carried out by the National Autism Society, to recommend improvements and changes to the current school environment, as well as guidance around any future development of the estate, to improve the experience of autistic students, staff and visitors. The key features of the recommendations were:

1. LIGHT
 - Minimise reflection and glare, including from whiteboard surfaces (a significant feature at KCLMS) and tabletops
 - Ensure that where artificial lighting is used it is more autistic friendly, for example using dimmer switches
 - Be aware that windows or other features that distort light can cause problems with balance and vision to autistic people with visual, proprioception or vestibular issues
2. SOUND
 - Address issues around school from screechy hinges, slamming doors, and traffic sounds from outside of windows
3. SMELLS
 - Make eating areas clear through signage and rules, as lunch smells and noises can be off-putting
4. SPACE/DESIGN
 - Plan flooring in one continuous (darker) tone and texture with minimal pattern – change carpets to make sure they are easy to clean
 - Provide paper towels in bathrooms (alongside hand-dryers, which are ecofriendly but not as autism friendly)

- Improve clarity of signage, physical diagrams, maps etc. to minimise anxiety generated by disorientation or the fear of getting it wrong that many autistic people experience
- Avoid unnecessary visual stimuli (signs, instructions, notices) in rooms that require focus and concentration. Place legal and statutory notices in frames and place in one area of a room, preferably not behind a door
- Keep communal areas clear of unnecessary furniture, label storage areas, keep spaces free of clutter, store boxes and equipment out of view.

Priorities for 2022-25

- To address any concerns arising from regular site reviews.
- To address the recommendations arising from the Environmental Audit which can be addressed in advance of the school expansion, for example improving signage to the main entrance of the school
- To ensure that the expansion of the school is used as an opportunity to address the more significant structural recommendations made by the NAS for the improved accessibility of the school environment, for example Installing a lift in the main building
- 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 – for example install an induction loop or introduce braille signage and have coloured edges on stairs etc.
- To ensure that accessibility needs of parents/carers as recorded through the school's enrolment process are met

4.6 Written information - The Current Position

- Students are asked on enrolment about their accessibility needs, as are parents and carers. They are asked again at re-enrolment to ensure that any new or evolved needs are known about.
- Information sent to students and parents is often online or by email only. Language uses is as simple and as consistent as possible.
- The Accessibility Plan is placed on the website.

Priorities for 2022-25

- 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 the accessibility of electronic information is improved, including offering printed versions of electronic information on request, and that students and parents are aware of this option.

King's College London Mathematics School: Accessibility Plan 2022-2025

The version is in use from 10 March 2022

- To review the language used across all Outreach communications and adapt as necessary to ensure accessibility
- To review written information contained in advertisements for posts at the school and adapt as necessary to ensure accessibility