

Accessibility Plan 2025-2028

King's College London
Mathematics School

1. Monitoring and Review

	Name	Date	Role
Last Reviewed	Obehi Orukpe	28/02/2025	Assistant Head (PDBW)
	Timothy Bateup	14/05/2025	Head Teacher
Ratified	Finance & General Purposes Committee & Education Committee	04/03/2025 and 05/03/2025	Governors
Next review	Education Committee, F&GP Committee	Spring 2028	Governors

- 1.1 This accessibility plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Head (PDBW).
- 1.2 This accessibility plan will be approved by the Finance and General Purposes Committee and the Education Committee and monitored by the Education Committee.
- 1.3 The accessibility plan is covered by the school's complaints procedure. If you have concerns relating to accessibility in the school, these should be raised via the process outlined in the complaints procedure.
- 1.4 The accessibility plan will be published on the school website.

2. Aims

- 2.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - Increase the extent to which pupils with disabilities can participate in the curriculum
 - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to pupils with disabilities
- 2.2 KCLMS is committed to: being a fully inclusive community that promotes equality and diversity; widening participation in mathematical degrees and careers; and enabling outstanding progress for each and every student. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 2.3 This plan outlines current practice in the school and 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.

3. Legislation and related policies

- 3.1 This plan complies with the following legislation and guidance:
 - Schedule 10 of the Equality Act (2010)

- Department for Education's The Equality Act 2010 and Schools (2014)
 - SEND Code of Practice (2015)
- 3.2 The Equality Act (2010) defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.
- 3.3 Under the (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 3.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 3.5 When considering reasonable adjustments, the school will make use of the following related guidance:
- Reasonable adjustments for disabled pupils (2012)
 - Supporting pupils at school with medical conditions (2014)
- 3.6 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
 - Behaviour Policy
 - Attendance Policy
 - Learning Teaching and Assessment Policy
 - Positive Mental Health Policy

4. Responsibilities

- 4.1 All staff are responsible for identifying and removing barriers to learning for disabled students.
- 4.2 All leaders are responsible for improving accessibility within their area of responsibility.
- 4.3 The Governing Body is responsible for the approval of this plan.
- 4.4 The Head Teacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- 4.5 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.

5. The accessibility plan

5.1 Access to the Curriculum

Current position

- Teaching, learning and assessment was graded Outstanding by OFSTED (September 2024).
- Pastoral care was graded Outstanding by OFSTED (September 2024).
- Links have been forged with external services and agencies such as Lambeth Educational Psychology Service (EPS), CAMHS, independent Counselling 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 regularly on SEND and barriers to learning.
- All students have regular 1-1 meetings with their tutors which includes scheduled discussion topics. These provide an opportunity for students to raise issues regarding access. Tutors also check on student participation in clubs and societies, the careers programme, and the culture programme and can feedback on any barriers to access as they arise.
- 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.
- When needed, the school can and does facilitate additional support, such as lessons on cooking and budgeting in preparation for university.
- Regular pastoral meetings occur which include careful consideration of vulnerable students
- Enrolment forms are inclusive and provide as much information as possible before induction. Taster days provide opportunities for offer holders and the school to begin to determine what, if any, additional support is required in order to access the curriculum. SEN students meet with the SENCO early in the Autumn term, and Individual Educational Plans (IEPs) are created where appropriate. These are regularly reviewed and shared with staff after any updates are made.
- In 2024-25, a 'deep dive' review of SEND provision was conducted as part of ongoing assessment and quality improvement of our provision.
- Curriculum structuring and information for students is now almost completely electronic, principally through Microsoft Teams, OneNote, SharePoint, BromCom and Outlook. Agreed practices (such as a 'landing page') are used by all teaching staff to support student organisation. Some students use accessibility features, such as overlays, to support their access to the curriculum.

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The version is in use from 05 March 2025

- New staff induction includes training relating to SEND and medical needs, access arrangements and relevant documentation.
- Staff familiarity with Teams and online learning allow for remote learning to occur when deemed necessary.

Priorities for 2025-2028

Action	Responsibility	Priority
<p>Maintain current practice in areas of effectiveness:</p> <ul style="list-style-type: none">• Outstanding pastoral care through vertical tutor groups• Regular (fortnightly) training for staff on SEND and barriers to learning; annual training on key medical needs of existing students; annual training on• Annual review of incoming students to identify potential additional staff training.• Raising awareness through assemblies and Personal Development lessons of difficulties relating to neurodiversity and other educational needs.• Continue to ensure staff are familiar with Teams and OneNote to allow remote access to lessons.	Assistant Head (PDBW) and SENCO	2
<p>Further develop practice in areas of improvement</p> <ul style="list-style-type: none">• Ensuring pastoral support structures (check-in, tutor 1-1s, CAIEG) are deployed consistently across tutor groups to enhance student experience• Developing systems to improve staff awareness of IEP information and in-year updates to IEPs.	Assistant Head (PDBW)	1
Improve efficiency of enrolment administration processes to ensure teaching staff have access to key information regarding student needs at the start of the September INSET days each academic year.	Deputy Head (Academic) and Business Manager	2
Ensure new staff induction includes training on key KCLMS approaches to SEND and current students	Head Teacher	2
Develop an outline plan for how the curriculum and school approach to learning, teaching and assessment would be adapted for students with particular disabilities.	Deputy Head (Academic) and SENCO	2

Further investigate and develop use of built-in Microsoft accessibility tools to support students. (Overlays, reading tools, zooms, recording + notetaking tools, etc.)	Deputy Head (Academic) and SENCO	3
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5.2 Physical Access

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 ground floor of the Annexe (Kennington Road) building is wheelchair accessible. There is a wheelchair accessible route between the buildings.
- For short-term student needs relating to accessibility and for parent/carer/visitor access, it is possible to timetable a lessons, assemblies and meetings on the ground floors of either building.
- Other floors in both buildings are not currently wheelchair accessible. There is a platform lift in the main building which will be refurbished during the school's expansion.
- 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 unisex 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.
- 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.

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- 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.
- An environmental audit in 2021 concluded that
- There will be substantial changes to the layout of the main building due to an expansion project in the 2025-26 academic year.

Priorities for 2025-2028

Action	Responsibility	Priority
Maintain current good-best practice: <ul style="list-style-type: none">• Ensure the building remains accessible to students, parents/carers and visitors and that meetings and lessons are timetabled in rooms that meet the needs of individuals.• Continue H&S walks to ensure access routes are clear and equipment is used and stored appropriately.• Continue to provide a quieter room for eating at lunch and low-sensory/quiet spaces for students during the school day.• Ensure proper maintenance of fixtures and fittings around the school.	Business Manager	2
Ensure proper consideration of accessibility features during the planning and implementation of the school expansion project and subsequent refurbishment of the 80 Kennington Road site, including consideration of feedback from the environmental audit conducted as part of the Wellbeing for Schools Award.	Head Teacher, Business Manager	1
Ensure the school is able to quickly procure a contractor to refurbish the platform lift in the event of a student requiring medium-long term wheelchair access before the expansion is completed.	Business Manager	3

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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 and again via rsvp forms for parent/carers events.
- Information sent to students and parents is often online or by email only. Language used in communications is kept as simple and as consistent as possible.
- The Accessibility Plan is placed on the website.
- Written copies of policies are available upon request.

Priorities for 2025-2028

Area for improvement	Priority 1 = high, 3 = low.	Responsibility	Success Criteria
Ensure that parent/carers written information accessibility needs are recorded on enrolment to the school, and that the school then provides written information in line with those needs insofar as is reasonably practicable.	2	Deputy Head (Academic) Assistant Head (PDBW)	<ul style="list-style-type: none">- Enrolment data regarding parents/carers is collected and transferred to the school MIS- Parent/carers communications, including consultation evenings, newsletters, etc., are provided in line with needs.
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.	3	Business Manager	<ul style="list-style-type: none">- Clear statement on website regarding availability of paper copies

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Review the language used across all Outreach communications and adapt as necessary to ensure accessibility	3	Director of Outreach and Widening Participation	
Review written information contained in advertisements for posts at the school and adapt as necessary to ensure accessibility	2	Deputy Head (Academic)	<ul style="list-style-type: none">- New-format job advert has been reviewed by a cross-section of staff- New-format job advert is accessible
Consider provision of written reports or transcripts of recordings of virtual parent meetings as appropriate if requested for accessibility reasons.	2	Assistant Head (PDBW)	-

5.4 Additional Information

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues in their respective domains.