



THE KING'S SCHOOL  

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C H E S T E R

# **ACCESSIBILITY PLAN**

ACCESS TO THE PHYSICAL ENVIRONMENT	Targets	Strategies	Outcome	Timescale	Update as at Nov 2014
<b>Short term</b>	Provide staff with relevant information regarding accessibility plan	At INSET make available to all departments information about availability of aids to help SEND pupils manage demands of different tasks	Enable staff to know where to turn for advice	by September 2013	Full access to JS extension including the First Aid room.
<b>Medium term</b>	Improve accessibility by removing minor obstacles	Ensure handrails, ramps etc are installed where necessary. Include in repairs/refurbishment budget. Inaccessible J1 classes (upstairs) would be made accessible by moving classes if necessary.	Improve access to avoid long detours for wheelchair users.	by September 2014	Largely achieved (eg Walsh Wing, new theatre building).  3 steps adjacent to ICT room remain an issue, although a ramp can be affixed when necessary.
<b>Long term</b>	Incorporate necessary elements of decoration and signage into any new build and improvements	Consider surfaces and colours of floors, lighting and decoration when redecorating and when considering new build	Make all areas of school accessible to pupils with limited mobility (e.g. wheelchair users)  Make all areas of school user-friendly for visually and hearing impaired pupils and staff.	As becomes possible during development work	Space audit to continue process.

ACCESS TO THE CURRICULUM	Targets	Strategies	Outcome	Timescale	Update as at Nov 2014
<b>Short term</b>	Increase awareness of needs of pupils with learning difficulties	See detail below  Increased hours for SENCO and introduction of an assistant (new post)	Tolerance of pupils with different needs; support provided for those with particular problems Improved awareness and changes in practice	by September of year of entry of disabled pupil when possible  by September of year of entry of disabled pupil when possible	INSET September 2013 and ongoing Year group meetings with all teaching staff to disseminate information  In place In place
<b>Medium term</b>	Identify means of providing maximum help for pupils with learning difficulties	IEPs provided for all pupils on the SEN register.	Focusing learning and improving motivation		Ongoing
		Providing mentors when appropriate for SEND pupils	Offering tailored and individual guidance for SEND pupils		Ongoing
	Change teaching strategies and habits	Inset and awareness raising sessions and through lesson observations.	Alter those habits which conflict with the needs of SEND pupils		INSET September 2013 and ongoing – repeat September 2014, January 2015
	Make trips and visits supporting the curriculum available to all pupils regardless of disability	Risk assessments and evaluation of each visit from the perspective of disabled pupil	Giving disabled pupils equal access to these areas of curriculum enrichment.		Ongoing
<b>Long term</b>	Provide specific help for identified pupils				Ongoing (LS department)

Targets	Strategies
Increase awareness of pupils with learning difficulties	Staff INSET at the start of each term delivered by the SENCO
	Termly staff meetings with regard to specific pupils on the SEN register
	Termly update of the SEN register and emailed out to all staff
	SEN information held on school 3sys database for all staff to access
	Information about pupils with SEN available in the staff common room
	IEP's written, updated, emailed out and stored on the 3sys database so staff are aware of strategies to use in the classroom
Supporting pupils with dyslexia	EnglishType touch typing software implemented into the Removes IT lessons with the aim of helping all students learn to touch type. SEN students who have been encouraged to WP work are encouraged to also undertake this at home and have a single user CD to take home
	Jungle Memory sessions. Some student with SEN work intensively over a 6 week period to improve their working memory
	One-to-one support. Some students with SEN who are failing to cope with accessing the full curriculum are able to reduce their timetable and receive one-to-one private dyslexia lessons
	Regular monitoring through the half term grades system
	Provide staff with coloured overlays for pupils with Irlen Syndrome
	Teachers encouraging and enabling students with dyslexia to make good use of IT to support them in and outside the classroom e.g. camera, word processor, spell check, online dictionaries such as clever keys, text reading software ( <a href="http://www.wordtalk.org.uk">www.wordtalk.org.uk</a> )
	Access arrangements for exams made available in all internal and external assessments including Controlled Assessment. This includes extra time, reader, scribe, practical assistant and word processor
	Spelling support sessions run through the English department
	6 <sup>th</sup> form mentor programme set up so some pupils on the SEN register can meet on a regular basis
Supporting pupils with ADHD/ADD	Students on medication have access to the school nurse throughout the day
	Access arrangements for exams made available in all internal and external assessments including Controlled Assessment. This includes extra time, reader, scribe, practical assistant and word processor
	Jungle Memory sessions. Some student with SEN work intensively over a 6 week period to improve their working memory
	6 <sup>th</sup> form mentor programme set up so some pupils on the SEN register can meet on a regular basis

Supporting pupils on the autistic spectrum	Access arrangements for exams made available in all internal and external assessments including Controlled Assessment. This includes extra time, reader, scribe, practical assistant and word processor
	Range of extra curricula activities available for all students and ASD students encouraged to attend these where suitable to enhance social skills
	All staff made aware of pupils with ASD and advice given as to how to improve social skills and communication
	Support staff made aware of pupils with ASD so that support can be offered in all areas of the school including the canteen, library, sports facilities, rowing coaches etc
	Annual Reviews held in school for statemented pupils
	6 <sup>th</sup> form mentor programme set up so some pupils on the SEN register can meet on a regular basis

The Deputy Head Teachers/ School Nurse will liaise with Learning Support Coordinators of both Senior and Junior Schools concerning any children with medical requirements who may require individual and specific care plans in school

The school will:

- determine whether additional requirements are appropriate for any child with specific educational requirements
- establish appropriate staffing to accommodate those children and provide if necessary, a private designated room for any medical procedures which may need to take place during the school day
- ensure availability of aids/equipment to assist with their mobility and every day needs
- execute risk assessments for each lesson and individual activities that may pose a difficulties for them
- ensure that all key staff are aware of the additional requirements of these children (inset days, staff training for trip leaders/trip first aiders and pre-trip refresher meetings re guidance/ advice)
- promote inclusion and encourage the pupils' integration into all aspects of the school day, so far as is reasonably practical
- work in partnership with parents and external agencies to support children with specific educational requirements (meetings, telephone calls and emails) especially if circumstances are likely to change such as planned surgery, change of a regime or medications, change of circumstances etc
- maintain good communication and exercise diligent record keeping
- monitor the effectiveness of the school's policy on specific educational requirements.

In the case of any child with a recognised disability, key staff including the 'One to One' Support Worker will meet with the parents in advance of the child joining the school to discuss what additional arrangements will be necessary to enable the child to be fully integrated in to the whole school Community.