



3-Year ACCESSIBILITY PLAN: 1 September 2018 – 31 August 2021

Kensington Park School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Since January 2015, anti-discrimination considerations have been introduced into Part One of the standards. In addition, Schedule 10 of the Equality Act 2010 requires schools to have a three-year accessibility plan.

The Equality Act 2010 retains the previous definition of disability: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

This Accessibility Plan evidences the school's commitment to

- not treat pupils with disabilities less favourably;
- take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

Kensington Park School's management team (SMT) reviews its policies on an annual basis, and may co-opt additional members whose expertise in any field would be of assistance. The terms of reference are:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's accessibility plan
4. to review such plans and policies as necessary and at least on an annual basis.

The SMT and in turn the Astrum Advisory Board have considered the following when developing and reviewing the plan: admissions, attainment, attendance, exclusions, education, extra-curricular activities, Astrum Advisory Board representation, physical school environment and selection and recruitment of staff.

Vision (in line with regulations)	Aims	Tasks	Time Scale	Responsibility	Monitoring	Evidence	Date of progress check and staff monitoring	Outcome of evaluation
Increase the extent to which pupils with SEND can participate in the school's curriculum	To develop a monitoring system to support children with SEND	Update register of children and review IEP Format.	By September 2019 with ongoing updates	SENCO	SMT	New SENDCO appointed (Sept 2019), IEP format reviewed and updated – to be shared on VLE New IEP format created Updated register of children on the VLE with summaries of reports available for staff IEP targets reviewed and updated twice each year	IEPs reviewed and updated termly by SMT with SENCO	Adjustments to IEPs and provision as required
		Extend use of school MIS to disseminate updates on pupils' SEND and medical alerts to staff	Ongoing review but in place as of September 2018	SENDCO and School Nurse	Headmaster	Staff informed of how to access MIS at INSET All new entrants to sit screening test to identify difficulties at an early stage for IEPs if necessary All necessary information on VLE for staff in pupil profiles	Termly reviews from Directors of Pastoral Care with School Nurse	Any patterns in alerts feed into Health and Safety Committee and adjustments to policy/practice where required
		Monitor patterns of attendance	Ongoing	Teachers	Director of Pastoral Care	Introduced (MIS) that provides instant reports on attendance. Data from MIS used to analyse patterns of attendance.	Monitored on a weekly basis by teachers	Attendance issues result in interventions
		Monitor participation in off-site activities and residential trips	By November 2018 with trip review meeting June 2019	Co-curricular Coordinator	Headmaster	See trips folder	Termly progress check by Headmaster with EVC	Adaptations to future trips if necessary
		Record child achievements	September 2018 - ongoing termly	Director of Studies	Headmaster	Noted on school website and MIS Headmaster's reward system discussed with pupil body and deemed appropriate	Termly by Headmaster	Adjustments to provision where required
	To ensure staff are appropriately trained	Provide training to meet the needs of children with SEND	Ongoing	SENCO	SENCO and SMT	See staff training record and INSETs planned INSET presentation from 2018/2019 shared on Firefly	Summer 2019 by SMT	Follow up with audit on actions of individual subject departments
		Provide dedicated EAL support in school	September 2018 and ongoing	Head of IELTS	SMT	Staff allocated and included in timetable	Termly by SMT	See 2019 end of key stage attainment report

		Issue staff and parents with advice for reasonable adjustments, with follow up meetings for parents of each child identified as requiring targeted support	By January – March 2019 and ongoing after	Director of Pastoral Care	SMT	See minutes of SMT meetings, reasonable adjustment policy and letters to parents	April/May 2019 by SMT	Review IEPs termly
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Vision (in line with regulations)	Aims	Tasks	Time Scale	Responsibility	Monitoring	Evidence	Date of progress check and staff monitoring	Outcome of evaluation
Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled	To ensure the needs and aspirations of groups of users are met and understood	Conduct pupil questionnaires and discussions to seek the views of those with SEND	March 2019 and June 2019 - ongoing	Director of Pastoral Care	Headmaster and Astrum Advisory Board	Analysis and consideration of questionnaires. Evaluation of responses by Astrum Advisory Board and SMT due from April 2018 awaiting results of parent satisfaction survey October 2019.	April/May 2019 by Headmaster with Director of Pastoral Care	Depends on results of questionnaires
		Carry out discussions with parents of those with SEND via end of year IEP review	May/June 2019	SENCO	Headmaster	Analysis and consideration of discussions in line with parental questionnaires. Evaluation of responses by Astrum Advisory Board and SMT due November 2019 Parents informed of learning support that has been received and additional professionals have also been involved in these conversations when necessary	June/July 2019 by Headmaster	Depends on results of questionnaires and outcome of discussions with parents
		Develop a section in the admissions form	September 2018	Admissions Officer	Business Director	Section in place in the current admissions form	September 2018 by Headmaster	Admissions form updated
		Ensure curriculum is adapted within reasonable adjustment	May 2019 – ongoing	Heads of Department	SMT	Appendix within enrichment register generated	May 2019 by SMT	Curriculum adapted where necessary
	To ensure children have full access to	Plan trips and activities with parents to ensure access	Termly	Co-curricular Coordinator	SMT	Inclusion evidenced in activity and trip registers	Termly by Co-curricular Coordinator	Trips adapted where necessary
		Provide a range of out of hours activities which are accessible and appropriate.	Termly	Co-curricular Coordinator and	Headmaster and SMT	Weekly meetings with tutor to monitor what a pupil has undertaken	Termly by SMT	Pupils with SEND able to participate in

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Date of next review: August 2021

				Director or Pastoral Care				
		Ensure teachers and pupils have access to suitable media e.g. interactive technology and tablets in classrooms (encourage emailing of prep/digital recording of prep/enlarging/colour material for pupils with visual/memory difficulties, differentiation of prep)	September 2018 and ongoing termly	SMT and SENCO	SMT	All staff and pupils issued with tablets September 2018 INSET VLE training September 2018 Homework distributed via VLE ITSI e-book training for all staff and pupils September 2018 Training in conjunction with IT department on all aspects of difficulties accessing the curriculum for September 2019	Termly by SMT	Digital media used effectively to support pupils with SEND

Vision (in line with regulations)	Aims	Tasks	Time Scale	Responsibility	Monitoring	Evidence	Date of progress check and staff monitoring	Outcome of evaluation
Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services	To provide appropriate access to all pupils	Seek information on the needs of users through admissions forms or questionnaire to ensure reasonable adjustments are made	December 2019	Head of Admissions and Business Director	Headmaster and Astrum Advisory Board	See admissions notes	Termly by Headmaster and Astrum Advisory Board	Depends on outcome of admissions forms and questionnaires
		Consideration of further investment in classroom technology to facilitate improved delivery of information to sensory impaired pupils	Annual review	Head of ICT and external consultants	SMT and Astrum Advisory Board	Annual budget review based on feedback from pupils, parents, teachers and SENCO	Annually at time of budget review by SMT and Astrum Advisory Board	Further investment in classroom technology if necessary
		Consideration of further investment in creation of physical access to academic facilities for pupils with a disability	Annual review	Site Manager	Headmaster and Astrum Advisory Board	Due to the nature of this Grade 2 listed building any scope for any structural changes at Queen's Gate are limited See Bark Place annual review	Annually by Site Manager with Headmaster and reviewed by Astrum Advisory Board	More physical access created if deemed necessary
		Consideration of deploying EVAC chairs within the building	December 2019	Site Manager	Headmaster	If chair is purchased, staff training will take place before it is used	December 2019 by Headmaster	EVAC chair purchased if necessary
		Construction in listed buildings is complex– engage architects to advise	June 2019 and	Headmaster and Site Manager	Astrum Advisory Board	Due to the nature of the sixth form listed building any scope for any	Annually by Site Manager with Headmaster and	Depends on review

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			regular review			structural changes at Queen's Gate are limited	reviewed by Astrum Advisory Board	
	To provide appropriate access to all pupils (Princess Beatrice House)	Construction is concrete and brick period building, leased by the proprietor for exclusive use by pupils and staff of KPS	June 2019 and regular review	Headmaster and Site Manager	Astrum Advisory Board	Lift installed in 2014 for disabled access. Disabled bedrooms on first three floors. Disabled visitors toilet is available outside reception	Annually reviewed by the Building Management Company overseen by Astrum Advisory Board	Depends on review
		Ensure doorways are always kept clear to admit wheelchair access	September 2018	Site Manager and Head of Boarding	SMT	Manage lift access to main entrance & door width to disabled toilet meets regulations	Termly by SMT and Head of Boarding	Maintain accessibility
		Ensure toilet facilities on ground floor are kept clear of clutter	September 2018	Site Manager and Head of Boarding	SMT	Monitoring and Feedback	Termly by SMT and Head of Boarding	Maintain accessibility