



Kensington Park
SCHOOL

3-Year ACCESSIBILITY PLAN 2021 - 24

1. AIMS

Kensington Park School aims to ensure that any prospective student who fulfils our admissions requirements, is able to come to the School, without discrimination and irrespective of personal disability or special educational need, on a case by case basis.

Our educational principles are built around providing a secure, collaborative, non-discriminatory and caring learning environment. Whilst we have collective aspirations for all of our students to achieve and develop themselves, everyone is treated as an individual and places are offered within the School on a case by case basis, taking into account any reasonable adjustments the School can realistically make. We are therefore equally ambitious for our disabled students and staff.

2. LEGAL CONTEXT

This policy sets out the proposals of the School to increase access to education for disabled students in the three areas required by The Equality Act 2010 ("the Act"). The Act imposes a duty on the responsible body of a School to prepare an accessibility plan outlining how the School intends to improve access for disabled students to:

- Written information
- The curriculum
- The physical environment

Under the Act, disability is defined as a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.

Treating every child as an individual is vitally important. We therefore welcome students with disabilities and special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment. We require parents of children with learning difficulties and/or disabilities to discuss their child's requirements with the Admissions Department before their child sits our entrance exam so that we can make appropriate provision.

The School's Admissions Policy reflects the Equality Act 2010 which harmonises and replaces previous legislation, including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The Equality Act combines the existing three duties into one new Equality Duty that covers all nine of the equality strands, known as protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. At KPS we will ensure that at every level, in all our work and throughout all aspects of the School community and its life, everyone will be treated equally.

An Accessibility Plan exists to record planned and completed work to demonstrate the School's commitment to continually improve access to its curriculum and facilities for those with accessibility needs. This plan is updated each term and reviewed by the Astrum Advisory Board annually, and in intervening periods when circumstances dictate.

The Accessibility Policy should be read in conjunction with the following policies, strategies and documents:

- The Prospectus
- Lower School, Sixth Form and Boarding Handbooks
- The School Admissions Policy
- Terms and Conditions
- Registration Form
- Reasonable Adjustments Policy (Included as an annex to the Accessibility Policy)
- Special Education Needs and Disability (SEND) Policy
- Health and Safety Policy
- The Equality Act 2010
- The Achievement, Behaviour, Rewards and Sanctions Policy

3. STATEMENT OF INTENT

KPS is committed to providing a non-discriminatory environment which values and includes all students, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The Admissions Policy and Reasonable Adjustments Policy seek to remove barriers to entry for prospective students with special educational needs and/or disabilities, and the School strives to ensure that each and every student can take part in the whole School curriculum, including a broad range of co-curricular activities and School trips. The School takes a fully inclusive approach to staff recruitment and aims to appoint the best person based on their skills and qualifications, regardless of any disability they might have.

KPS seeks to work closely in partnership with parents in order to achieve the best outcome for all students at the School. It is therefore mandatory that parents disclose the needs of their child prior to entry to the School, as we feel it essential to have this knowledge in order to best support individual students. Individual members of staff working with students who are identified as needing any adjustment (in order to enjoy effective access to the life of the School) are fully responsible for knowing the need of the student they are working with and acting in the ways recommended to address that need.

The School Accessibility Plan considers:

- The views and aspirations of those children receiving special provision. The School seeks to address issues raised e.g. inability to climb stairs on an individual basis as necessary.
- The views and aspirations of the parents of children receiving special provision e.g. through parent consultation evenings with a member of the SEND Department.
- The views of external surveying companies who have visited and assessed the School campus. Appropriate adjustments to buildings are built into the planned cycle of building works, prioritised as necessary by the Facilities Manager.

The School plans, over time, to increase the accessibility of provision for all students, staff and visitors in the following areas:

- To inform staff of their rights under equality law in all School recruiting adverts.
- To increase the extent to which disabled students can participate in the School curriculum by adapting curricular activities to ensure as much access as possible for all students.
- To improve the physical environment of the School to increase access to education by disabled students e.g. through appropriate use of technology to aid learning and to make disabled access as easy as possible.
- To improve the delivery of information to students, staff, parents and visitors with disabilities, through clearly defined job descriptions, disability advice in staff handbooks and guidance given to Heads of Faculty and staff responsible for students or staff with disabilities.

VISION FOR INCREASED ACCESS 2021-2024	Access to the curriculum	Access to information	Access to the physical environment
OBJECTIVES	<ol style="list-style-type: none"> 1. Increase the extent to which students with SEND can participate in the School's curriculum <ol style="list-style-type: none"> 1.1 To continue to develop a monitoring system to support children with SEND 1.2 To ensure staff are appropriately trained 1.3 To identify, assess and refer for further assessment by educational psychologists; 1.4 To work in close liaison with teaching staff, tutors and Heads of year to ensure confidential communication on learning needs and progress of students; 1.5 To teach students according to their specific needs recognising their particular strengths and needs for learning to promote achievement of their academic potential; 1.6 To communicate effectively with parents/guardians on the learning needs of students. 1.7 Increase the range of strategies and resources available to students to supplement learning and aid revision. 1.8 Increase access to the curriculum for students with a disability 1.9 School visits, residential trips and off-site activities accessible to all students. 1.10 Ensure PE and sports activities are accessible by all 1.11 Ensure that any students with EAL are appropriately supported 	<ol style="list-style-type: none"> 2. To improve the delivery of information to students, staff, parents and visitors with disabilities <ol style="list-style-type: none"> 2.1 To improve the delivery of information to students, staff, parents and visitors with disabilities 2.2 To ensure the needs and aspirations of students are met and understood 2.3 Develop the use of visuals around school. 2.4 Communication with parents regarding support for students with SEND. 	<ol style="list-style-type: none"> 3. Improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services <ol style="list-style-type: none"> 3.1 To provide appropriate access to all students, staff, parents and visitors 3.2 The School is in the best possible position to make reasonable adjustments for any SEND student. 3.3 Consider improved delivery of information for sensory impaired students 3.4 For any new building work - plan for access requirements 3.5 Investigate quality and appropriateness of disabled facilities 3.6 School is aware of the access needs of students including EAL 3.7 School is aware of the needs of parents/carers including EAL

OBJECTIVE	RESPONSIBILITY	STRATEGY	SUCCESS CRITERIA	IMPLEMENT BY
ACCESS TO THE CURRICULUM: INCREASE THE EXTENT TO WHICH STUDENTS WITH SEND CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM				
1.1 To continue to develop a monitoring system to support children with SEND	Director of Studies / SENDCo	<ul style="list-style-type: none"> • Audit SEND list, view strategies that are in place and revise as appropriate. • Ongoing update of register of children and review IEP Format. 	<ul style="list-style-type: none"> • Students with SEND are not disadvantaged • All SEND children make progress. 	Summer 2022
1.2 To identify, assess and refer for further assessment by educational psychologists;	Director of Studies / SENDCo	<ul style="list-style-type: none"> • Identification of students with SEND on arrival • Engagement by SENDCo with individual students through monitoring • Increased engagement with previous school to identify potential concerns • All new entrants to sit screening test to identify difficulties at an early stage for IEPs if necessary 	<ul style="list-style-type: none"> • Students with SEND are identified and supported with IEPs as appropriate 	December 2022
1.3 To ensure staff are appropriately trained and informed	Director of Studies / SENDCo	<ul style="list-style-type: none"> • Regular INSET and training to meet the needs of children with SEND. • INSET on the significance of the Alis and MidYis data and the interpretation of data provided in reports by educational psychologists to ensure that tutors and teachers are better informed of the potential of their tutees and students and work accordingly to maximise opportunities to realise that potential • Increased cognisance by staff of the tracking of students through the 'traffic light system' 	<ul style="list-style-type: none"> • Increased staff awareness of SEND students, individual needs and support plans. • Increased awareness of signs of potential issues that have not been identified so that investigation and assessment can be implemented and IEPs can be put in place as necessary. • tracking of students to highlight concerns and make adjustments • Any patterns in alerts feed into Health and Safety Committee and adjustments to policy/practice where required 	December 2022
1.4 To work in close liaison with teaching staff, tutors and Heads of Year to ensure confidential communication on learning needs and progress of students;	Director of Studies / SENDCo	<ul style="list-style-type: none"> • Communication strategy through Heads of Year and Head of Sixth Form/Lower School to Tutors • Distribution of key information to teaching staff by Director of Studies and Head of Teaching and Learning to Heads of Faculty. • Effective internal communication using CPOMs and SIMS to ensure information is tracked and passed to appropriate staff. 	<ul style="list-style-type: none"> • All staff are appropriately aware of any students with SEND and their individual needs and how to support them. 	Summer 2022
1.5 To teach students according to their specific needs recognising their particular strengths and	Director of Studies / SENDCo	<ul style="list-style-type: none"> • Those who work with students identified as needing this adjustment (to enjoy effective access to the life of the School) are responsible for knowing the need of the student they are working with and acting in the way recommended to address that need. 	<ul style="list-style-type: none"> • Students with SEND are not disadvantaged • All SEND children make progress. 	Summer 2022


needs for learning to promote achievement of their academic potential;		<ul style="list-style-type: none"> Individual Education Plans will be reviewed on a regular basis to ensure that staff are fully cognisant of the specific needs and strengths in order to achieve academic potential The SENDCo will attend Faculty meetings to discuss key students 		
1.6 To communicate effectively with parents/guardians on the learning needs of students.	Director of Studies / SENDCo	<ul style="list-style-type: none"> Regularly report on progress of any individual lessons taught by SEND Departmental - staff should provide advice, make applications and collate evidence to support exam access arrangements. An enhanced cycle of parent-teacher meetings developed in preparation for a full revitalisation of the School reporting programme which has already commenced and is partly implemented. Reforms will be designed to routinely providing parents and students clear opportunities, on a regular basis, to engage teachers and tutors in confidential discussion of students' specific needs. This will involve SENDCo and any members of the SEND Department. 	<ul style="list-style-type: none"> Parents are kept informed of progress on a regular basis Parents are advised when there are significant changes in need. 	Summer 2022
1.7 Increase the range of strategies and resources available to students to supplement learning and aid revision.	Director of Studies / SENDCo	<ul style="list-style-type: none"> Online revision videos to be produced and uploaded to Firefly. Here, Students will access revision material in video format to supplement their learning; 	<ul style="list-style-type: none"> There are a range of materials that students can access on Firefly to support their learning. 	December 2022
1.8 Increase access to the curriculum for students with a disability	Director of Studies / SENDCo	<ul style="list-style-type: none"> We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students. 	<ul style="list-style-type: none"> Curriculum is in place and school self-evaluation activities demonstrate that these processes are in place. 	As required to support new pupil
1.9 School visits, residential trips and off-site activities accessible to all students	Director of Studies / SENDCo / Head of Sixth Form & Lower School	<ul style="list-style-type: none"> School visits accessible to all students. Staff to check with Head Lower School/Sixth Form as part of the trip checklist. Individual Risk Assessments completed as required. Monitor participation in off-site activities and residential trips 	<ul style="list-style-type: none"> All risk assessments completed. Reasonable adjustments made to ensure access to visits. Parents involved, as necessary, in individual risk assessments. 	Summer 2022
1.10 Ensure PE and sports activities are accessible by to SEND students	Director of Studies / SENDCo / Director of Sport	<ul style="list-style-type: none"> Liaise with outside agencies for any students requiring adaptations. Include (for example), where necessary, activities that do not need physical strength. 	<ul style="list-style-type: none"> PE curriculum adapted to meet needs of all children. Appropriate individualised resources available 	As required to support new pupil
1.11 Ensure that any students with EAL are appropriately supported	Director of Studies / SENDCo	<ul style="list-style-type: none"> Provide dedicated EAL support in school Staff should make reasonable adjustments for students with SEND that may affect their behaviour, with the SENDCo being involved as necessary. 	<ul style="list-style-type: none"> Provision is in place for any student with EAL who cannot access the curriculum. 	As required to support new pupil. Summer 2022

OBJECTIVE	RESPONSIBILITY	STRATEGY	SUCCESS CRITERIA	IMPLEMENT BY
ACCESS TO INFORMATION: TO IMPROVE THE DELIVERY OF INFORMATION TO STUDENTS, STAFF, PARENTS AND VISITORS WITH DISABILITIES				
2.1 To improve the delivery of information to students, staff, parents and visitors with disabilities	Director of Studies / SENDCo	<ul style="list-style-type: none"> • Written advice, information and instructions is provided to students, staff, parents and visitors. • Changing the School font to a sans-serif font for use in all publications • Where there is a defined and/or specific need of an individual in regard to written material, to implement strategies that will address the need – larger font, different coloured paper etc. 	<ul style="list-style-type: none"> • All members of the community can communicate effectively with one another. 	As required to support individual. December 2022
2.2 To ensure the needs and aspirations of students are met and understood	Director of Studies / SENDCo	<ul style="list-style-type: none"> • Individual members of staff working with students identified as needing this adjustment (to enjoy effective access to the life of the school) are fully responsible for knowing the need of the student they are working with and acting in the way recommended to address that need. • The School data management system, SIMs, identifies Students who need to have written instructions magnified or adjusted in some other way • The regular checking of the SIMS data is emphasised in Advice to Teaching Staff. • Students who need to have oral instructions repeated or endorsed in some other way. • Orally delivered advice, information and instructions are provided to students in a range of settings. SIMs identifies students who need to have oral instructions repeated or endorsed in some other way. • Visual information is provided to support and enhance what is available orally and in written form. • Investment in ICT technology is on-going and tutors and teachers are encouraged to communicate with students using e-mail and Firefly to support those who do not find recollection of orally delivered instruction an easy matter, or who find that paper instructions are too easily mislaid 	<ul style="list-style-type: none"> • Students with SEND are not disadvantaged and can access the curriculum effectively with the adjustments identified. • All SEND children make progress. • All students have full access to all areas of the School provision 	As required to support new pupil. Summer 2022
2.3 Develop the use of visuals around school.	Director of Studies / SENDCo / Head of Sixth Form & Lower School	<ul style="list-style-type: none"> • Develop the use of engaging noticeboards and displays 	<ul style="list-style-type: none"> • All students can engage with visual displays 	Summer 2022
2.4 Communication with parents regarding support for students with SEND.	Director of Studies / SENDCo	<ul style="list-style-type: none"> • Issue staff and parents with advice for reasonable adjustments, with follow up meetings for parents of each child identified as requiring targeted support 	<ul style="list-style-type: none"> • Parents are kept fully informed regarding their child's progress and SEND provision. 	December 2022

OBJECTIVE	RESPONSIBILITY	STRATEGY	SUCCESS CRITERIA	IMPLEMENT BY
ACCESS TO THE PHYSICAL ENVIRONMENT: IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL IN ORDER TO INCREASE THE EXTENT TO WHICH DISABLED STUDENTS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES				
3.1 To provide appropriate access to all students, staff, parents and visitors	Director of Studies / SENDCo / Head of Sixth Form & Lower School	<ul style="list-style-type: none"> Where there is a defined and/or specific need of an individual in regard to accessing the School facilities and site then strategies will be implemented to address the need. Reasonable adjustments will be considered in consultation with the individual and their parents. Given the nature of buildings then any structural changes must comply with listed buildings consent and also with the landlord's requirements. 	<ul style="list-style-type: none"> Students are able to access the School's educational provision with reasonable adjustments made where necessary and appropriate. 	As required to support new pupil.
3.2 The School is in the best possible position to make reasonable adjustments for any SEND student.	Director of Studies / SENDCo / Head of Admissions / Head of Sixth Form & Lower School	<ul style="list-style-type: none"> Seek information on the needs of users through admissions forms or questionnaire to ensure reasonable adjustments are made 	<ul style="list-style-type: none"> The School is able students with SEND to access the School's educational provision with reasonable adjustments made where necessary and appropriate. 	Dec 2022
3.3 Consider improved delivery of information for sensory impaired students	Director of Studies / SENDCo	<ul style="list-style-type: none"> Consideration of further investment in classroom technology 	<ul style="list-style-type: none"> Students are able to access the School's educational provision with reasonable adjustments made where necessary and appropriate. 	As required to support new pupil.
3.4 For any new building work - plan for access requirements	Facilities Manager	<ul style="list-style-type: none"> All contractors to work to meet required access standards and as necessary consult with landlord and also planning officers 	<ul style="list-style-type: none"> Students are able to access the School's educational provision with reasonable adjustments made where necessary and appropriate. 	As required when any new work is planned.
3.5 Investigate quality and appropriateness of disabled facilities	Director of Studies / SENDCo	<ul style="list-style-type: none"> On-going use of facilities, any reasonable adjustments considered carefully. Continued liaison with outside agencies to ensure all reasonable adjustments are made. 	<ul style="list-style-type: none"> The School is proactive in its regard to supporting students with SEND. 	As required to support new pupil.
3.6 School is aware of the access needs of students including EAL	Director of Studies	<ul style="list-style-type: none"> All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other languages. 	<ul style="list-style-type: none"> Students with EAL are provided with appropriate EAL provision upon arrival. 	Dec 2022
3.7 School is aware of the needs of parents/carers including EAL	Head of Sixth Form & Lower School / Facilities Manager	<ul style="list-style-type: none"> Audit accessibility for parents / carers for day to day routines and for one-off events. On-going dialogue between parents and carers and appropriate support put in place. Providing interpreters when this is possible. 	<ul style="list-style-type: none"> Parents and carers with EAL are provided with appropriate support when they attend the School. 	As required to support new pupil and their family.

Approved by Headmaster

11 January 2022

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Approved on behalf of Astrum Advisory Board

11 January 2022

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