



# THE KING'S SCHOOL

GRANTHAM

## Accessibility Plan

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## 1 Aims

- 1.1 This is the Accessibility Plan of The King's School (Academy).
- 1.2 The aims of this Accessibility Plan are to set out the Academy's plans for:
  - 1.2.1 increasing the extent to which disabled pupils can participate in the Academy's curriculum;
  - 1.2.2 improving the physical environment of the Academy for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the Academy; and
  - 1.2.3 improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
  - 1.2.4 actively promoting and safeguarding the welfare of children, staff and others who come into contact with the Academy.

## 2 Scope and application

- 2.1 This Accessibility Plan applies to the whole Academy.
- 2.2 This Accessibility Plan covers the three year period from September 2021 to August 2025.

## 3 Regulatory framework

- 3.1 This Accessibility Plan has been prepared to meet the Academy's responsibilities under:
  - 3.1.1 Equality Act 2010;
  - 3.1.2 Education (Independent School Standards) Regulations 2014;
  - 3.1.3 Education and Skills Act 2008;
  - 3.1.4 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);
  - 3.1.5 Children Act 1989;
- 3.2 This Accessibility Plan has regard to the following guidance and advice:
  - 3.2.1 [The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities \(DfE, May 2014\)](#);
  - 3.2.2 [Technical guidance for schools in England \(Equality and Human Rights Commission, July 2014\)](#);
  - 3.2.3 [Reasonable adjustments for disabled pupils](#) (Equality and Human Rights Commission, April 2015);
  - 3.2.4 [Public Sector Equality Duty Guidance for Schools in England](#) (Equality and Human Rights Commission, 2014);
  - 3.2.5 [Special educational needs and disability code of practice: 0 to 25 years \(DfE, January 2015\)](#).
- 3.3 The following policies, procedures and resource materials are relevant to this Accessibility Plan:
  - 3.3.1 Equal Opportunities Policy;

- 3.3.2 Special Educational Needs and Disability Policy;
- 3.3.3 Safeguarding and Child Protection Policy and procedures;
- 3.3.4 Risk Assessment Policy for Pupil Welfare;
- 3.3.5 Health and Safety Policy;
- 3.3.6 Relationships and Sex Education policy;
- 3.3.7 Administration of Medicines and Supporting Pupils with Medical Conditions Policy;
- 3.3.8 Admission Arrangements.

#### 4 **Publication and availability**

- 4.1 This Accessibility Plan is published on the Academy's website.
- 4.2 This Accessibility Plan is available in hard copy on request.
- 4.3 A copy of this Accessibility Plan is available for inspection from the PA to the Head Master during the school day.

#### 5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
  - 5.1.1 References to the **Proprietor** are references to The King's School, the Academy Trust.
  - 5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).
  - 5.1.3 References to **school days** mean Monday to Friday, when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

#### 6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this Accessibility Plan.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under s.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
  - 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
  - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 6.3 To ensure the efficient discharge of its responsibilities under this Accessibility Plan, the Proprietor has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Keeping the Accessibility Plan up to date and compliant with the law and best practice	The Head Master	As a minimum annually, ideally termly, and as required
Monitoring the implementation of this Accessibility Plan, relevant risk assessments and any action taken in response and evaluating effectiveness	The Head Master	As a minimum annually, ideally termly, and as required
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	The Head Master	As required, and at least termly
Formal annual review	Proprietor	Annually
Overall responsibility for content and implementation	Proprietor	As a minimum annually

## **7 Increasing accessibility**

7.1 The Academy's plans, over time, to improve and increase the accessibility of provision in the following areas:

7.1.1 the extent to which disabled pupils can participate in the Academy's curriculum;

7.1.2 the physical environment of the Academy to increase access to education by disabled pupils; and

7.1.3 the delivery of information to pupils, staff, Parents and visitors with disabilities.

7.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Proprietor has had regard to the need to allocate adequate resources for their implementation.

## **8 Welcoming and preparing for disabled pupils**

8.1 Where it is reasonable to make adjustments to enable a successful applicant to take up their place at the Academy, the Academy will make those adjustments.

8.2 Once a place has been accepted for a prospective pupil, the Academy will ask all parents to complete an enrolment form. This will include questions to gather key information in relation to a prospective pupil's special educational needs or learning difficulty at their child's previous school or elsewhere. Confidential information of this kind will only be shared within the Academy on a "need to know" basis to ensure that teachers are given any necessary information about a child's special educational needs and learning difficulties, and that teaching practices are appropriate.

8.3 In assessing a newly enrolled pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

## 9 **Training**

- 9.1 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 9.2 The level and frequency of training depends on role of the individual member of staff.
- 9.3 The Academy maintains written records of all staff training.

## 10 **Record keeping**

- 10.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.
- 10.2 The information created in connection with this policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published privacy notices on its website which explain how the Academy will use personal data .

## 11 **Version control**

Date of adoption of this plan	October 2021
Date of last review of this plan	October 2021
Date for next review of this plan	October 2024