



Kings Langley School

Unlocking Potential for Life

Accessibility (Plan) and Inclusion Policy

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CHARACTER DEVELOPMENT: COMMITMENT TO EQUALITY AND DIVERSITY

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas – and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an inclusive school community where:

- People are treated with dignity and respect.
- Inequalities are challenged.
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential.
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

RATIONALE

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

This policy is an extension of our clearly stated aims for all children in our care – namely, that all youngsters have the right to be happy and feel fulfilled at school, regardless of their ability or physical capabilities. We are a community comprehensive school completely committed to ensuring that all our children realise their potential and can exploit and develop their talents in all areas, both in and outside of the classroom. We set high expectations for all children in our community and remain committed to overcoming barriers to progress and development.



PURPOSE

As part of our commitment to our students, we will endeavour to ensure that we provide a rich and diverse curriculum, which, within reason, is accessible to all students regardless of their physical or mental capabilities. There is ample evidence available which reinforces our total commitment to ensuring all youngsters are included in as many aspects as is reasonably possible of our community life. Harmonious relationships and a real sense of respect for all individuals, regardless of Ability, Disability, Race, Religion or Belief, Gender Reassignment, Pregnancy and Maternity, Sex or Sexual Orientation, providing a firm foundation for building a happy and fully inclusive school environment. Such a foundation provides a springboard for inclusivity. The school remains pragmatic in its approach to removing barriers, particularly when assessing the needs of an individual child. The Governors will ensure that reasonable resources (financial and otherwise) are set aside to enable the school to realise its aims of providing a fully inclusive school community. The governors will ensure that medium and long-term plans for improving inclusion and accessibility are reviewed and evaluated on a bi-annual cycle. Such plans will influence most other development plans for the school in the foreseeable future.

Information from student data and school audit

Kings Langley School is a co-educational school. We have a Special Educational Needs and Disability register (SEND register) which is updated termly; therefore we are fully aware of the needs of all students within our care. There is also Medical Needs information readily available via SIMS or directly from the Learning Support Department.

Under our Special Educational Needs Policy, we endeavour to ensure all students with special educational needs, whether physical, intellectual, social or emotional should, wherever possible, be integrated into mainstream school, having access to appropriate educational provision to allow them to experience a broad and balanced curriculum. The aim is to promote effective learning for each student so that they can attain the highest possible standards throughout the curriculum and in their own personal development.

It is possible that a student may experience long term illness whilst attending school and the Education of Students Temporarily Unable to Attend School due to Health Reasons Policy, provides guidance as to how we will ensure wherever possible, facilities are available to meet individual needs.

The Accessibility and Inclusion Policy is in place to support our belief that all children have the right to be happy and feel fulfilled at school, regardless of their ability or physical capabilities. As part of our commitment to every student, we will endeavour to ensure that we provide a rich and diverse curriculum, which, within reason, is accessible to all students regardless of their physical or mental capabilities.

The main school was rebuilt in 2016, and a Sixth Form Centre was built in September 2023, therefore the buildings are fully accessible, meeting the requirements of the DDA (Disability Discrimination Act).

Views of those consulted during the development of the plan

Through the work that is ongoing with the Equality Scheme, regular consultation is taking place with stakeholders. Views are sought through consultation with parents via the SENDCo who is in regular



contact with parents of students on the SEND register. If issues arise, these are dealt with immediately.

Main Priorities in the School's Plan

Increasing the extent to which disabled students can participate in the school curriculum

Students who have a learning difficulty are provided for by the Special Educational Needs Learning Area with input from various specialist advisers. Teachers of students with non-mobility physical disabilities such as hearing and visual impairment are given specialist guidance to enable the students to access the curriculum.

Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.

Students are provided with differentiated work to suit their individual needs. The school works with the parents and students to establish the best solution to provide the most appropriate accessibility for the student. For example, Teaching Assistants work with subject teachers to modify resources appropriately and if a student is visually impaired, a laptop can be provided to aid learning.

During the examination period, Teaching Assistants or Invigilators support students by providing the appropriate access arrangements so that they can fully access an examination. This may include reading the questions to the student, acting as a scribe, enlarging scripts or providing a laptop computer where necessary.

Information for parents is offered via different methods, for example, paper based documents or, the school web site is also a useful reference resource. If a parent requires information in a larger font this is also accommodated. Hearing impairment will be supported with reasonable adjustments being made by prior arrangement with the Learning Support Department.

Management, Coordination and Implementation

Student support from a day-to-day respect will be carried out on an ongoing basis, as this is an area which occurs within the Learning Support Learning Area as a matter of course. Please also refer to the Special Educational Needs Policy.

This policy should be read in conjunction with the Equality Scheme, Special Educational Needs Policy, and Education of Students Temporarily Unable to Attend School due to Health Reasons Policy.



Accessibility and Inclusion Action Plan

Appendix 1

Aim 1. To Increase the extent to which students with disabilities can participate in the school curriculum.					
Target	Actions	Time Scale	Responsibility	Success Criteria	Notes
1.Ensure access to the curriculum for students with a disability.	Continue to review the school curriculum on an ongoing basis to ensure it is fully inclusive and meets the needs of all learners.	Termly	Whole school Regularly reviewed by SLT, Teaching and Learning team through subject support cycles and drop ins from SENDCo.	All learners, including those with a disability, are able to experience our curriculum in full and make good progress in publicly recognised qualifications.	
	To continue to create and review personalised Pupil Passports for pupils on the SEND register.	Autumn 2 (Year 7)	Learning Support team with guidance from SENDCo.		
		Winter 1 (Year 12) Summer 1 and 2 (Year 9)			
2.To improve the functionality of safe spaces within the school for our most	Review use of the Regulation Room and Support Centre by gathering feedback	Spring 2	SENCO in consultation with SLT.	Pupil, staff and parent voice gathered. Meeting with SLT and Link governor to discuss feedback and	



vulnerable learners.	from stakeholders.			action as appropriate.	
3. Liaise with Primary schools to review the potential intake each year and ensure starters are supported effectively	Information gathering spreadsheet sent to appropriate Primary schools SENDcos contacted and additional visits scheduled Identify students who may require additional support Electronic pupil passports obtained for students and shared with staff	Spring/ summer each year	Admissions admin, SENDCo, SLT Transition Lead, Pastoral Leaders	Procedures, resources and staff in place for September. Additional needs are identified and relevant support in place	
4. External agencies are engaged effectively to ensure appropriate support and provision	Referral to Inclusion department and external agencies for additional support i.e. Speech and Language, Educational Psychologist, Hearing Impairment Team, ASD advisory teacher and adoption of their suggestions	Ongoing	Subject teachers, Pastoral Leaders, Learning Support	Students' needs are met and all students are able to access the curriculum through the provision of specialist support services	



5. Access to technology to support young people's needs is provided	Information / Support sessions for pupils on using assistive technologies Training for staff to teach use of accessibility features across subject areas	Ongoing	Subject teachers, Learning Support, Subject Leaders	Students with additional needs are supported to access the whole curriculum and make expected progress	
To monitor the extra-curricular opportunities available to learners and review attendance of vulnerable groups to improve accessibility	Review attendance, availability and accessibility of extra-curricular clubs. Gather feedback regarding participation from all stakeholders, including targeted pupil voice.	Spring 1 & 2	Whole school Review to be led by SLT in conjunction with SENDCo.	Increased monitoring and participation of learners in vulnerable groups.	
Data is monitored and used effectively to support the progress of SEND students	Review data at each collection cycle as part of the ongoing QA cycle Regular reviews of Learning Support Strategies in consultation with parents and students	Ongoing	Teachers, SLT, Subject Leaders, Pastoral Leaders	Progress is made towards targets	
Ensure staff training on medical needs	Liaise with medical professionals to ensure that all staff are trained to administer emergency	Ongoing	SLT, First Aid Administrator, Inclusion Coordinator	Students' medical needs are met	



	<p>medication if required</p> <p>Incorporate into annual school calendar</p>			
<p>Ensure all out-of-school activities allow for the participation of all students</p>	<p>Staff trained in the use of hearing loops where required</p> <p>Staff remind students to provide, and charge equipment</p> <p>Speech reinforced with visual back-up print, pictures, concrete materials</p>	<p>Ongoing</p>	<p>Class teachers, Learning Support</p>	<p>Students can clearly hear what is being said in the classrooms and the hall and are able to access the full curriculum with appropriate adjustments</p>
<p>Ensure students (and staff) with visual impairments have access to the curriculum</p>	<p>Access advice from the Mobility Team at HCC for each individual student via their own internal audit</p> <p>Conduct familiarity visits before student transitions</p> <p>Work enlarged and specialist equipment used to aid access to printed and written resources</p>	<p>Pre transition and ongoing</p>	<p>Class teachers, Learning Support, VI administrator</p>	<p>Students feel safe and secure in the environment and are able to access the curriculum with suitable support in place</p>

Aim 2: To improve the Physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.



Target	Actions	Time scale	Responsibility	Success Criteria	Actions
Continue to review and improve access to the building.	Reinforce walking on the left.	Ongoing	Whole staff	Disabled staff, students and visitors have appropriate space to be able to move around the building.	Reiteration by Tutors and staff moving through the building.
	Review the use of the hygiene room and alternate changing spaces for vulnerable pupils. This will include feedback from all stakeholders.	Spring 1	SENDCo, SLT and link governor.	Disabled students and students with medical needs have timely access to the hygiene room.	



Appendix 2

Annual Site Review, Premises and Learning Support		
Description	Points to Consider and Review	Notes
School car park areas	<ul style="list-style-type: none"> ● Pavements outside school ● Wheelchair access ● Obstructions identified ● Tactile paving in school grounds ● Lighting ● Disabled parking space – markings on the ground and in front of the space posts in place with clear signage ● Safe route to main entrance ● Condition of paved areas ● Clear pedestrian access to main entrance 	
Route from gates to parking and main entrance	<ul style="list-style-type: none"> ● Clear signage to the school 	
External Ramps	<ul style="list-style-type: none"> ● Level route free from steps, bollards and steep slopes 	
External & Internal Steps	<ul style="list-style-type: none"> ● Handrails regularly checked and maintained ● Nosing – clear and free from damage 	
Lobby and Reception Area	<ul style="list-style-type: none"> ● Circulation space so that it is congestion free ● Seating ● Good lighting 	
Reception Desk	<ul style="list-style-type: none"> ● Accessible to wheelchair users so they can access and sign documents 	
Corridors	<ul style="list-style-type: none"> ● Corridors should be clear and have no obstructions ● Good lighting ● Fire exits – clear ● Floor surface clean and maintained ● Students circulate freely ● Easy access to storage areas such as lockers ● Manifestation in place on glazing 	
Classrooms, including LRC and IT suites	<ul style="list-style-type: none"> ● Required Equipment in place ● Consider acoustics ● Good lighting levels that are consistent in the classroom ● Blinds at windows to avoid glare 	
Internal Doors	<ul style="list-style-type: none"> ● Width for wheelchairs ● Ease of opening 	
WC General Provision	<ul style="list-style-type: none"> ● Separate male and female ● Unisex toilet facility 	



	<ul style="list-style-type: none">● Handles, latches, taps and flushing mechanisms should be operable with a closed fist● Condition - clean	
WC Disabled Provision	<ul style="list-style-type: none">● Accessible● Emergency call system● Space● Sink and hand dryer● Free from Obstructions● Grab rails● Coat hook● Controls – handles, latches, taps and flushing mechanisms should be operable with a closed fist● Clearly signed and located	
Kitchen, Dining Hall, Staffroom	<ul style="list-style-type: none">● Dining Room access clear● Staffroom - pleasant area to eat and drink during breaks	
Means of Escape	<ul style="list-style-type: none">● Visual and audible alarm systems● Emergency lighting● Refuge points in the stairwells – 1 hour protected● All life systems regularly serviced	
Building Management	<p>● Accessibility should be a key consideration when routine maintenance is being carried out, as it often presents an opportunity to improve the accessibility of a building. For example, when handrails are being painted, the colour selected should ensure good visual contrast between the handrail and the wall.</p> <p>Good practice in maintenance routines include:</p> <ul style="list-style-type: none">● regularly cleaning paths to remove debris, such as leaves, ice and snow, and ensuring that they are clear of obstructions such as bicycles and motorcycles● ensuring circulation routes are kept clear of obstructions● maintaining door closers to keep opening forces to a minimum● ensuring accessible toilets are not used for storing cleaning equipment or other materials● using clear and legible signage	



	<ul style="list-style-type: none">● updating signage when the way the building is used changes● the external routes (including steps) are kept clear, unobstructed and free from surface water, ice and snow● windows, blinds, and lamps are clean and in working order	
Lifts	<ul style="list-style-type: none">● Operational and maintained	
Outdoor Space	<ul style="list-style-type: none">● Seating areas● Covered seating area is maintained	