



Accessibility Policy



Scope

The King's School, Worcester Foundation aims to offer the highest quality of teaching and support for all pupils in the pursuit of academic excellence and personal development. We have high expectations of all our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our foundation community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) can bring to school life. We strive to be a fully inclusive and welcoming foundation.

Disability will include for example: dyslexia, dyspraxia, ADHD, visual impairment, haemophilia, diabetes, hearing impairment, palsy, ME, MS, mobility issues including broken limbs.

This policy should be read in conjunction with the following policies:

Absence

Admissions

Equal Opportunities – Pupils

Equal Opportunities – Workforce

Health and Safety Pt 1 & 2

SEND.

Objectives

- To Increase the extent to which disabled pupils (including those with learning difficulties) can participate in each of the foundation's curriculum including extra-curricular activities and school trips.
- To improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled
- To improve the physical environment of the foundation in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the foundation
- To enable all of our pupils to be fully integrated into foundation life.

Implementation

We regularly review and take steps to improve the physical environment of the foundation in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the foundation. Where necessary we provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We implement the foundation's Equal Opportunities Policy for pupils and staff. Staff with disabilities are provided with the necessary support for their role. We support our teaching and support staff with a programme of training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

We have a three year accessibility plan (see Annex A).

Monitoring

All pupils are monitored by the Head of Learning Skills/SENCO, including the provision of EAL tuition. Pupils with individual education plans are monitored to assess progress relating to their targets.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed.

We regularly review our staff's needs through the Professional Development Programme to ensure these are being met.

The following areas are considered and regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of audits and continuous monitoring of the above has informed the Accessibility Plan attached (annex A), which relates to the ISI Regulatory Standards Schedule 10 on accessibility.

Evaluation

The Heads/Director of Operations/Senior Leadership Teams will review annually the Foundation's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled, and make recommendations with a view to improving the accessibility by means of reasonable adjustments and by planning for the future.

Review

This policy will be reviewed by the Director of Operations every three years.

Version	Date	Author	Position
1	11/10/2017	HL Jackson / DK.JT/RAC	Bursar/Academic Deputy Head/Head of KH & KSA
2	09/09/2020	HL Jackson/KB/JT/RAC	Bursar/Academic Deputy Head/Head of KH & KSA
3	05/09/2021	SC Holden	Director of operations

Annex A

Accessibility 3 Year Plan 2021 - 2023

The foundation continues to review its accessibility to disabled users but given the historical nature of some buildings such as Edgar Tower it is not always possible to facilitate disabled access, where possible alternative provisions are made in these circumstances.

Access to Physical Environment

AREA OF DEVELOPMENT	TARGET DATE	COMMENT	UPDATE
College Hall	October 2020	Current steps into College Hall prohibit the use of a ramp owing to the height and space available, lift being installed.	Sep 21 – access lift now installed as part of Undercroft project providing access to College Hall
Acquisition of portable ramps	Ongoing	Improved quality of ramps, portability and accessibility	
External lighting review x 3 schools	Ongoing	To aid mobility and safety	Cathedral conducting remedial works around College Green
Handrails	Ongoing	To aid mobility and safety	
Fire	Ongoing	To improve audibility and access	
Paths, steps, pedestrian routes	Ongoing	To ensure areas are safe for those with visual impairment	

Access to the curriculum

AREA OF DEVELOPMENT	IMPROVEMENT	Resource required £	TARGET DATE	COMMENT
Increase the use of baseline testing data as a screening tool (Senior school)	Continue to develop our use of MidYIS (Year 7 & 9) and ALIS (year 12) baseline test data to help identify those with specific learning difficulties	n/a	Ongoing	To cross-check with other screening or to pick up difficulties not identified elsewhere
Further raise awareness of meeting expectation of SEND pupils within classroom (Senior School)	Introduction of a new lesson planning sheet which incorporates expectations about how SEND and Most Able pupils will be considered in planning	n/a	Introduced summer 2017 – implementation Ongoing	Introduced as part of the staff review process (PDP)

AREA OF DEVELOPMENT	IMPROVEMENT	Resource required £	TARGET DATE	COMMENT
Provide staff with more guidance on how to meet SEND needs in the classroom (Senior School)	Learning skills staff to deliver INSET at a departmental level to give guidance and advice about how to provide appropriate support to SEND pupils	n/a	Ongoing	To improve teaching staff skills in this area
Pupil monitoring (Senior School)	Within the managing pupil progress framework there is a step for a full review of basic diagnostic testing with learning skills	n/a	Ongoing	
To support independent access to the curriculum for children with literacy difficulties (KH)	To introduce technology to support reading and writing e.g. use of iPads, assistance with typing skills, use of learning platforms. Use designated learning support assistants.	£ 2x learning support assistants, designated to work with pupils	2020/21 academic year. Ongoing as agreed at annual review of EHCPs	To improve ability of pupils with ADHD to access the curriculum independently
To support a pupil with a significant hearing impairment (KH)	Utilise hearing services support, with visit to assist staff and monitor progress. Embed staff understanding of BSL	£ half termly paid for visits. Training costs.	2020/21 initially. Ongoing support required	To build on prior progress. Allow access to all learning activities
To develop expertise and resources to support children with dyspraxia and dyslexia (KH)	Organise training from a specialist in this field to provide relevant skills and strategies. Filter down appropriate strategies	£ Training costs	202/21 academic year	To support children with dyspraxia
Develop underpinning skills for pupils struggling with literacy. Promote independent learning (KSA)	Improved literacy skills and ability to access curriculum	Nessy spelling and reading programme £30 per pupil	Now embedded, continue to review; Sept 2021	
Continue to develop numeracy skills for pupils having difficulty with four rules of number. Enhanced liaison with parents (KSA)	Improved confidence, mathematical skills and access to mathematical curriculum	Power of 2 book £95 per 5 books	Now embedded, continue to review; Sept 2021	