



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, but not be restricted to: 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 and will take account of pupil's disabilities and any preferences expressed by them and their parents/guardians in making adjustments. 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 Annexe 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).



Evaluation

The Heads/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, revising this policy if

necessary and making 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 Designated Safeguarding Lead every three years.

Authorised by	Resolution of the Governors
Signature	 
Date Adopted	29 November 2023
Review due	November 2026

Annexe A

Accessibility 3 Year Plan 2023 - 2025

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	N/A	Current steps into College Hall prohibit the use of a ramp owing to the height and space available, lift being installed.	Complete – access lift installed Sep 21 as part of Undercroft project providing access to College Hall
Acquisition of portable ramps	N/A	Improved quality of ramps, portability and accessibility	Complete - included within Peugeot minibuses
External lighting review x 3 schools	Ongoing	To aid mobility and safety	Complete - Cathedral conducting remedial works around College Green. KH lighting updates underway, due to complete by Christmas 2023.
Handrails	Ongoing	To aid mobility and safety	Complete - Installation of new accessible toilets in School House as part of 6th Form phase 1 and KH Health Centre.
Fire	Ongoing	To improve audibility and access	Complete - Systems replaced summer 2023 (KSA, Winslow, Wolfson, Biology) Summer 2024 to include KHS Main House, Old Sports Hall, Hostel, Choir
Paths, steps, pedestrian routes	Ongoing	To ensure areas are safe for those with visual impairment	Complete - Steps in Lower Years play space adjusted and painted. Pedestrian route through playground created and marked. Complete - lift installed in School House, 6th Form phase 1 Rolling programme of path upgrades to resin bond at Kings Hawford to deal with sinking slabs. By end of summer term 24.

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)	Inclusion and monitoring targets in whole school plan and in every department plan.	n/a	Ongoing	Reviewed regularly in departments and on learning walks.
Provide staff with more guidance on how to meet SEND needs in the classroom (Senior School)	Learning skills staff to deliver INSET at whole school 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
Provide Guidance to HoDs on development in SEND (Senior School)	Standing item on all HoDs meeting to ensure subject leaders receive on going training and support	n/a	Ongoing	
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	
Ongoing CPD of Learning Skills staff (Senior School)	Level three achieved for both members of staff. One working towards level 5.		Jul 2025	
To support pupils retuning to school following illness or with short term incapacity,	Online lessons to ensure continuity of learning. Subject to medical advice.	Nil	Ongoing	
To support independent access to the curriculum for children with literacy difficulties, especially in Pre-Prep (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	Ongoing (and as agreed at annual review of EHCPs, where appropriate)	To improve pupils' independent access to the curriculum.
To support a pupil with a significant hearing impairment	Termly support from the Sensory Support Team. Training for all teaching staff at	n/a	Ongoing	To build on prior progress. Allow access to all learning activities

(KSW)	KSW in managing enhancing device as well as specific training on pupil needs.			and build confidence
To support a pupil with a significant hearing impairment (KH)	Maintenance and upgrade of radio hearing aid (Roger). Subscription costs for In Print 3 software. FT LSA trained to BSL Level 2 as 1-2-1. Termly HI support from the Sensory Support Team. Embed staff understanding of BSL (individual staff gaining BSL Level 2 qualification)	£ 29,539 (fully funded through EHCP)	Ongoing	To build on prior progress. Allow access to all learning activities and build confidence. Regular (termly) input from external teacher of the deaf.
To develop expertise and resources to support children with dyslexia (KH/KSA)	SENCOs to filter down appropriate strategies to all staff	n/a	January 2024, and ongoing henceforth	Dyslexia-friendly teaching whole-staff training planned for Jan 2024
Undertake a full curriculum comparison between the Prep Schools to ensure sensible parity and access (KH/KSA)	Curricula are mapped as appropriate.	n/a	From January 2024	To ensure curricula are in place to ensure children are 'King's ready.'
Continue to develop deeper understanding within mathematics. (KSA)	Improved confidence, mathematical skills and access to mathematical curriculum	Continued use of White Rose and other resources	Within development plan 23/24 and within updated MTPs 23/24	Detailed analysis of standardised data to see impact of this development for all children and to include those with SEND.