



King's High School

King's High School Accessibility Policy including 3 Year Accessibility Plan	
Regulatory	Yes
Version	2024.1
Author and Reviewer	Senior Deputy Head Pastoral
Approving Body	King's High School Governors Committee
Date Approved	September 2024
Review Cycle	Annual
Previous Review Date	August 2023
Next Review Date	August 2025

King's High Policy on Accessibility and 3-year Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information

Our school aims to treat all its pupils and staff fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. In particular, two of our aims are: *to support our community and demonstrate a commitment to social responsibility and to prioritise the wellbeing and happiness of every member of our school community.*

King's High School ("the School") will:

- 1.1 Maintain and drive a positive culture of anti-discrimination towards disabled people.
- 1.2 Train staff to understand the types of disabilities and how to deal with employees and pupils who have disabilities. Staff will not be expected, unless medically qualified, to administer medication.
- 1.3 Adopt **user-friendly procedures** for considering admissions from parents of disabled children.
- 1.4 Fulfil the planning duty to draw up a three-year Accessibility Plan with the aim of increasing the **accessibility of the School's curriculum**, and to improve the **physical environment of the School** and to improve **access to information** for our employees, pupils and prospective pupils.
- 1.5 **Implement and review** the Accessibility Plan regularly.
- 1.6 Keep under review the School's **Admission Policy and Anti-Bullying policies** in line with government guidance updates.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation, guidance and definitions

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010 and SEND code of practice: 0 to 25 years - GOV.UK \(2015\)](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments and long-term health conditions.

The following list on the meaning of impairment (in accordance with the Equality Act 2010) is not exhaustive, but generally considered the best starting point:

- Sensory impairments, affecting sight or hearing
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, ME, chronic fatigue syndrome, fibromyalgia, diabetes, depression and epilepsy
- Progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia
- Auto-immune conditions such as lupus (SLE)
- Organ specific, including respiratory conditions such as asthma, cardiovascular disease and thrombosis, stroke and heart disease
- Developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia
- Learning disabilities
- Mental health conditions with symptoms such as anxiety, low mood, panic attacks, bipolar affective disorder, post-traumatic stress disorder, OCD, and some self-harming behaviour
- Mental illness such as schizophrenia, and depression
- Any long term, severe and significant condition produced by injury to the body and to the brain

Disability **does not** include:

- Hay fever sufferers.
- A person with anti-social tendencies such as paedophilia and/or abusive behaviour.
- A person diagnosed as HIV positive, until they exhibit physical symptoms or related conditions.
- A person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances.
- A person who is addicted to nicotine, alcohol and other non-prescribed substances

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility

Academic/Educational:

- Staff need to be aware of pupils with SEND
- Staff will continue to be made aware of strategies to make 'reasonable adjustments' within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to the learning styles and needs of all their pupils according to their abilities and needs.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their health and Safety, for example, labs, workshops, sports equipment

Social, Sporting and Recreational Activities:

- Individual Risk Assessment and management strategies will be provided for pupils with a disability who wish to engage in school trips or visits

Disability discrimination

We will **not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability *without justification***.

We will not knowingly discriminate against a person on the grounds of disability:

- In the arrangements for determining **admission or employment procedures**;
- In the terms on which a place at the School is offered;

- By refusing or deliberately omitting to accept an application for admission or employment;
- In the provision of **education and associated services**;
- By **excluding** a person on the grounds of their disability;
- By **victimising** a person with a disability;
- By failing to take steps to ensure that disabled persons are not placed at a **substantial disadvantage** in comparison with non-disabled persons.

Admission procedure for pupils

All candidates for admission will be treated equally, irrespective of any disability.

The following extract is from the Warwick Schools' Foundation Admissions Policy:

2.2 The School is inclusive and welcomes applicants with disabilities and special educational needs. It promotes a positive culture towards inclusion of disabled people and those with special educational needs. The School's facilities, physical and otherwise, for the disabled and those with special educational needs are limited, but it will do all that is reasonable to comply with its legal and moral responsibilities under Equality Legislation in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

2.3 If the applicant has any special educational needs, learning difficulties or a disability, parents or guardians must notify the School on the Registration Form, providing full written details, including a copy of all reports prepared by an Educational Psychologist and/or other appropriate specialist where available. If the special educational needs, learning difficulties or disability become apparent after the Registration Form has been submitted, parents or guardians must notify the School by letter or e-mail addressed to the Head, again providing full written details as explained above. The School needs to be aware of any particular requirements which may affect a child's ability to participate in the admissions procedure and take full advantage of the education provided at the School.

2.4 The School shall determine the reasonable adjustments that are required for the applicant based on the information provided, in accordance with the School's obligations under equality legislation as explained above. The School staff will assess the child's needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the School can provide adequately for them should an offer of a place be made.

2.5 This policy can be made available in large print or other accessible format, if required

Education and associated services

The School has an on-going duty to make reasonable adjustment in respect of the '*education and associated services provided*'. This is a broad expression that covers all aspects of school life. The range of activities that are covered by the expression include:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- school sports
- school policies
- breaks and lunchtimes; the serving of school meals
- assessment and examination arrangements
- school discipline and sanctions
- exclusion procedures

- school clubs, trips and other activities; and
- preparation of pupils for the next phase of education.

Reasonable adjustments for pupils

The School is legally required to make 'reasonable adjustments' in order to cater for a child's disability. The School is **not legally required to supply auxiliary aids or services or to make any alterations to the physical features of the School.**

The School shall inform the pupils and parents of the reasonable adjustments that the School are **legally required** to make for that pupil, which may typically include –

- Making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room.
- Allowing extra time for a dyslexic child to complete an entrance exam.
- Providing examination papers in larger print for a child with a visual impairment.
- Rearranging the timetable to allow a pupil to attend a class in an accessible part of the building.
- Arranging a variety of accessible sports activities.

The School is **not legally required** to make adjustments which include –

- Physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library.
- Auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants.
- Pupils are required to move around the site but most areas are accessible by lift.

Disclosure

Parents will be requested to provide the School with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's disability.

If following the offer of a place it is discovered that the School has not received full disclosure of information relating to the child's disability and the School is not able to make reasonable adjustments for those disabilities then the School may withdraw the offer of a place or ask the parents to withdraw a child who is already a pupil.

Review procedure

Parents may request a review if the School decides it is unable to offer their child a place on the grounds of disability. The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The Head Master will advise as to the procedure under which such a review will be conducted.

Accessibility plan

The School has a three-year Accessibility Plan (Appendix A). The plan is available, on request, to all parents and staff.

The Accessibility Plan includes consideration of how the School proposes to:

- Increase the extent to which disabled pupils can participate in the **school's curriculum**.
- Improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of **education and associated services**.
- Improve the **delivery of accessible information** to pupils with a disability

The plan is reviewed annually to ensure that it is up-to-date and covers all aspects of School life as determined under the Act.

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) policy

APPENDIX A: SCHOOL DEVELOPMENT PLAN: 3- Year Accessibility Development Plan: September 2024 – July 2027

Evaluation of 2020-2021 Plan:

Physical access: Move to the new site has vastly improved accessibility to classrooms and has a beneficial impact on the curriculum for any disabled student. For the first time in over 140 years the school is fully accessible. A student with a long-term mobility problem, awaiting an operation, has been able to use the lifts which has allowed her to use labs etc. which was more difficult for her in the old school buildings. Transport adjustments were made to accommodate the needs of a student with long-term mobility issues on the buses.

Curriculum accessibility: The implementation of BYOD and the School's response to Covid-19 has enabled all students to have remote access to all learning through the use of Office 365 suite. This enables pupils with any physical or mental health needs to access their learning remotely. A number of lunchtime clubs have been developed to support mental health and those with a related disability e.g. Rest and Relaxation Club, Wellbeing Club, Gardening Club

Delivery of accessible information: The use of the immersive reader facility aids those with reading or sight challenges. More reader pens have also been introduced by the Head of Learning Support as well as a number of students using coloured overlays.

Awareness of disability provision: Students came forward to ask to celebrate 'Hidden Disabilities' week for the first time and Y8 students made a presentations to all of Key Stage 3. Hobbs Society (student-led) ran a series of talks form visiting speakers on 'ableism' including presentations on Moebius syndrome (from a sufferer), autism and Down's syndrome. Paralympian medallist Kare Adenegan (wheelchair athlete) gave an inspiring assembly on the importance of goals during our 'Everyday is Wellbeing Day' countdown to the school return after lockdown 3 and ran a Q and A workshop with those on out Talented Athlete Programme. A new partnership has been developed with a special school in the locality.

Evaluation of 2021-2022 Plan:

Physical access: Quiet Zone designed outside library and well used by students with pastoral passes whose mental health needs, autism etc mean they can benefit from some time out so can then re-join lessons ready to learn. Electronic access to lessons via Teams sometimes used from this area. Supervision and support in the area provided by Wellbeing Ambassador and Mental Health Lead during internal exam period. New Learning Support Zone working well -much more flexible and staff and pupils feel more comfortable and valued.

Curriculum accessibility: A small number of students with SEND have continued to have some access to the curriculum via BYOD and the Office 365 suite where there is a specific need. This has enabled pupils with particular physical or mental health needs to access their learning remotely. SENCO has worked with Flex Learning Team for first time to allow pupil at home for 2 years with a medical condition to have some access to education. Use of pastoral passes has been developed for time out. All pastoral leads now trained in Mental Health First Aid and the opportunity offered to all other staff – training ongoing – needs of students better understood/met in the classroom as a result. Whole staff training at Inset on Mental Health by Brightcore and similar pastoral form provided by same provider to enhance parental understanding and support. Downtime Club for KS3 well utilised especially by those with SEND at lunchtime

Delivery of accessible information: The use of the immersive reader facility continues to aid those with reading or sight challenges. More reader pens have also been introduced by the Head of Learning Support as well as a number of students using coloured overlays. Electronic textbooks in use in a number of departments.

Awareness of disability provision: Link established with Evergreen School – weekly visits by a large group of students and raised awareness of ableism amongst pupils and staff from talk by members of Evergreen Staff.

Year 7 students awareness of ableism raised by visit from Mitch, signer for Ed Sheeran's songs, teaching them to 'sign a song'.

Evaluation of 2022-2023 Plan:

Physical access: Work has been undertaken by the Foundation to improve accessibility to disabled spaces for parents with a disability or those dropping off a pupil with a disability. Parking attendants monitor use of the spaces and protect them from use by those without a disability. There are no known issues of accessing the site beyond King's for our students. Provision is made at concerts and other events to support parents with mobility issues with special seats being provided in the Auditorium and Hall when accessibility to the raised seating is difficult.

Curriculum accessibility: Systems have been implemented to enable those with mental health disabilities (in particular long-term suicide ideation and/or tendency to self-harm) can participate in trips whenever possible. Individual risk assessments have been introduced and with the aid of the Mental Health Lead, students draw up their own safety plan (which is shared with their parents and the trip staff) to take some responsibility for keeping themselves safe, in advance of the trip. and helped to make Sports' Day more accessible by providing quiet zones for time out. Trial lessons have taken place in Year 7 PSHEE to introduce the topic of hidden disabilities and neurodiversity, in particular autism.

Delivery of accessible information: BYOD has improved the provision of accessible information and students continue to be made aware of the features through work in the Learning Support Department. BYOD now operates in Year 7 so these benefits are available throughout the school. A reader was utilised to help one student access public examinations. Staff have frequently been reminded to review and implement the details of IEP plans and have been trained to provide details of homework electronically from September for all students.

Awareness of disability provision: 'Let's Play', a holiday club for children in the local area with moderate/severe disabilities operated in school for a week in August and gave 12 Sixth Form students (including some boys from Warwick School) the opportunity to assist with the running of the club and learn more about disability. This grew out of the growing partnership with Evergreen Special School which students visit regularly as part of the Friday Afternoon Activities Programme. All members of the community have been able to learn more about this partnership due to talks from members of staff working at Evergreen. This has included a bespoke staff training session delivered to staff as part of the CPD provision to share good practice on supporting students with Autism. A link has also been established with Act for Autism, a local charity, and student representatives from each year group have met with the provider to help shape the formation of an autism support group next academic year. Training has been given to pastoral staff to support the establishment of workshops. The school Ableism Group continues to meet with the Head regularly and delivered an assembly to the whole school. The Equality and Inclusion prefect delivered an assembly to enhance the understanding of autism, a disability she has recently been diagnosed with, to the Sixth Form.

Year 7 students awareness of ableism raised by return visit from Mitch, signer for Ed Sheeran's songs, teaching them to 'sign a song'.

Evaluation of 2023 - 2024 Plan:

Physical access: New 'Oasis' space has been planned with zones for time out and quiet study with specific benefits for neurodiverse students and those with mental health needs. Has allowed some students to return to school after a period of being unable to attend and has physically brought together SEND and mental health support. Screening of an outdoor area to allow 'sheltered' access to quad events such as at the end of term has been completed and well used. Boarding house accessibility still requires improvement (although suits the needs of current students) but will be addressed in future redevelopment planning. Automatic provision of accessible seating etc. at concerts requires further consideration. Fiddle toys, weighted vests etc, now available for use by students to help them become lesson-ready.

Curriculum accessibility: Whole staff training completed on neurodiversity to improve understanding of classroom needs. Partnership developed with charity Act for Autism and specialist training given to members of pastoral staff. Specialist from Evergreen Special School offered further training in the carousel which was attended by around 20 staff. Six student workshops on neurodiversity, advocacy and self-esteem provided in partnership with Act for Autism at lunchtime and well attended by up to 15 students. Weekly 'Exploring My Neurodiverse Self' lunchtime club established in the Oasis following on from workshops. Two drama teachers trained up to run these. Video made by students attending the club shown to staff to raise awareness of lesson challenges and inform regarding curriculum of the future plans. Educational psychologist, dietitian and Oasis receptionist working with mental health lead and SENCO to enable students to access the curriculum. Fiddle toys, weighted vests etc, now available for use by students to help them become ready to learn. Additional member of staff appointed to support students using the Oasis to access curriculum.

Delivery of accessible information: Online homework has provided support for students with learning difficulties. Still some challenges in staff providing this on time consistently. NeurodiversiTEA held in summer to share information about neurodiversity in a relaxed way with parents. Well attended (over 20 parents) with student video shown and talk from SENDCO and Tessa from Act for Autism. This was an event in response to student voice. Use of device functionality continues to be developed with students to support their learning. Sign language interpretation provided in response to parental need at taster/open day events.

Awareness of disability provision:

Further confidence needed before neurodiversity club students feel ready to share their lived experience with other students via showing their video/ assemblies etc. Partnership with local special school continuing to thrive and is a popular voluntary activity with cross-Foundation engagement. New partnership being established with special school in Coventry. Ableism group at school continued to meet fortnightly to raise awareness of issues. Training – see above. Holiday Club for disabled children running for a second year with student volunteers. First cohort of students (from across the Foundation) trained in sign language and achieved basic qualification.

SCHOOL DEVELOPMENT PLAN: 3-year Accessibility Development Plan **Year 1: 2024 – 2025**

Aim/Project/Priority Area: Accessibility				
Targets	Criteria for Success	Implementation Strategies	Timescale	Who

<p>Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole school curriculum:</p>	<p>Full access to curriculum and all legal requirements met for all students</p> <p>All pupils participate in broad curriculum including practical subjects</p> <p>Teaching adjustments are made where necessary to meet needs in practical subjects</p> <p>Allowances are made for students with learning disabilities, such as mental health disability, without compromising their aspirations and achievement</p> <p>Continued development of partnership with those in a local special school and in holiday activity provision</p> <p>Awareness and empathy for those with disabilities is raised</p> <p>Ableist thinking replaces focus on limiting factors</p> <p>More specific co-curricular clubs are tailored to the needs of those with a mental disability e.g. a social support group for students with autism.</p>	<ul style="list-style-type: none"> • Review legislation and changes to Accessibility Plan and other related H&S laws • Information gathered from and discussed with HOLS about pupil experience in practical subjects for any student with a physical disability. Staff informed of any further adjustments via IEPs and email. • Review with HOLS the expectations made on SEND students e.g. cannot expect a SEND student to produce same amount of homework as another student and should look to giving extensions to those SEND students who require it. • Review the needs of students with a mental health disability to balance health and aspirational needs • Include more opportunities to work with disabled people • Continue to increase awareness of ableism amongst all students and staff • Develop further specific co-curricular clubs to support pupils with mental disability needs • Specialist mental health safeguarding training for all staff to help them develop empathy and support students with mental disabilities • Individual support given to students in private study in Oasis zone. 	<p>Throughout the year</p>	<p>Head/ SDH/ DHP/ HOLS/ DHA</p>
---	---	--	----------------------------	----------------------------------

	<p>Staff confident in supporting students who present with mental health disabilities</p> <p>Support for students during study periods is enhanced to maximise access to the curriculum</p> <p>Opportunities for those with hearing impediments maximised</p> <p>All students who would benefit from EHCP have one in place</p> <p>Consideration of off-curriculum events and the impact on school attendance by neurodiverse and/or anxious students</p>	<ul style="list-style-type: none"> • Review accessibility specifically for those students with hearing impairments and monitor impact of new mobile phone pouches procedures on this. • Continue to assess the need for EHCPs and lead the application process • Continue to develop 'pre-warning' procedures for students who find routine changes difficult ahead of off-curriculum days and events and provide alternative provision where possible so students feel able to attend school on those days. 		
<p>Raising awareness</p>	<p>Continued development of partnerships with those in a local special school and in holiday activity provision</p> <p>Awareness and empathy for those with disabilities is raised</p> <p>Ableist thinking replaces focus on limiting factors</p> <p>Awareness of extent of bullying incidents towards those with a disability</p>	<ul style="list-style-type: none"> • Staff training • Whole school focus • Ableism club remains active • Integration of Coventry special school into Friday Afternoon Activities • Analysis of bullying incidents over past three years and review anti-bullying policy and work with students in light of any findings • EDI leads provide advice to staff about inclusive practice for those with disabilities e.g. neurodiversity 		

	Newly appointed EDI leads include disability inclusion and curriculum accessibility in their work			
Improve the availability of accessible information	<p>Pupils are fully aware of the accessibility help provided by Office 365</p> <p>More departments make electronic textbooks available</p> <p>All pupils are willing to use the resources made available to them</p> <p>Greater use of assistive software to replace a human reader in an exam (in line with Foundation practice)</p> <p>Hearing-impaired parents are able to access all verbal communication given at events</p>	<ul style="list-style-type: none"> • Check those on SEND list understand the features that can help them offered on Office 365 e.g. immersive reader • Use electronic textbooks where font size etc can be increased. • Staff encourage students to use all the aids offered to them e.g. reader pens • Develop partnership with local sign language specialist so hearing-impaired prospective parents can access all information shared verbally at events, both formally and informally • More precise supportive information given to parents during Year 6-7 transition to help those with autism for whom change is particularly challenging e.g. about Games requirements 	Throughout year	Head/ SDH/ DHP/ HOLS/ DHA
Proposed developments in physical access to education and associated services:	<p>Pupils have better access to all curricular areas</p> <p>Oasis structural changes facilitated to provide additional small spaces for individual and small group support of students.</p>	<ul style="list-style-type: none"> • Check new small capital build developments meet all requirements of those with a disability • Ensure that any future estate plans include practical and financial review for disabled provision including any new build developments. 	During year	Head/Foundation Managers/DHP and HOLS

		<ul style="list-style-type: none"> Further development of Oasis space to support learning needs 		
--	--	--	--	--

SCHOOL DEVELOPMENT PLAN: 3-year Accessibility Development Plan **Year 2: 2025 – 2026**

Aim/Project/Priority Area: Accessibility				
Targets	Criteria for Success	Implementation Strategies	Timescale	Who
<p>Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole school curriculum:</p>	<p>The legal requirements continue to be met for all disabled pupils and they are prepared for their future pathways</p> <p>Pupils with physical or mental disabilities can fully participate in all activities including trips etc.</p> <p>‘Curriculum of the Future’ considers all accessibility issues including those linked to mental health</p> <p>Staff feel confident about dealing with disabilities in their teaching groups</p>	<ul style="list-style-type: none"> Review legislation and changes to Accessibility Plan and other related H&S laws Ensure that students options for the future are being met and that ableism is covered in Careers guidance. Review the trips on offer in school and the accessibility of them to students with a physical or mental disability Extend the provision of lunchtime and after-school clubs to benefit all students but especially those with SEND Ensure the needs of those with disabilities are being met as part of ‘Curriculum of the Future’ changes Continue to communicate needs to staff and train as appropriate, so can effectively cater for differing needs 	<p>Autumn term 2022</p>	<p>Head/ SDH/ DHA and DHP & Heads of Key Stage</p>
<p>Raising awareness</p>	<p>Greater range of role models with physical and /or mental health disabilities seen visiting the school</p> <p>More pupils involved in the link with Evergreen School</p>	<ul style="list-style-type: none"> Use people with disabilities, including those with mental health disabilities and non-visible disabilities, as role models e.g. visiting speakers - to increase feeling of being valued and able to achieve 		

	<p>Pupils feel more valued and have high aspirations</p> <p>More students assist with holiday activity provision for pupils from local area with disabilities</p> <p>Non-visible disabilities and neurodiversity topic introduced to PSHEE lesson Scheme of Work and evaluated and reviewed</p> <p>Evaluation and update of eating disorders topic in PSHEE</p>	<ul style="list-style-type: none"> • Include more opportunities to work with disabled people through further development of the Evergreen link and link with other local schools 		
Improve the availability of accessible information	<p>Pupils access the curriculum fully</p> <p>Pupils aware of homework requirements</p> <p>School surveys (e.g. Wellbeing 'King's 10') are checked for accessibility by all students including SEND and baseline assessments which adjust automatically to give additional time when needed fully utilised.</p>	<ul style="list-style-type: none"> • Ensure that the BYOD programme is meeting the needs of disabled pupils and that they are aware of all its features • Respond to the advice provided by HOLS and external agencies and implement resources such as increasing font size, inclusion of loop hearing system, photocopying on coloured paper, using overlays, using reader pens etc. as required • Staff reminded to follow IEP guidance for helping students with a disability access homework fully e.g. clear instructions entered electronically so parents can also access and assist • 	Throughout year	Head/SDH/DHP/Senco and relevant staff

Proposed developments in physical access to education and associated services:	Pupils have better access to all curricular areas including on the wider campus Boarding is accessible to all	<ul style="list-style-type: none"> • Review accessibility around the campus, beyond King’s • Ensure accessibility is considered in developments of a new boarding house so current access limitations are addressed • Check new small capital build developments meet all requirements of those with a disability • Continue to ensure that future KHS estate plans include practical and financial review for accessibility. 	During year	Head/DHs & Heads of Estates, Operations, H&S & Capital Build team incl. Governors
---	--	---	-------------	---

SCHOOL DEVELOPMENT PLAN: 3-year Accessibility Development Plan **Year 3: 2026 – 2027**

Aim/Project/Priority Area: Accessibility				
Targets	Criteria for Success	Implementation Strategies	Timescale	Who
Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole school curriculum:	Full access to curriculum and all legal requirements met for all students Future curriculum measures are accessible and aid the achievement of those with disabilities Accessibility a feature of regular cross-school meetings and plans Staff feel confident about meeting the needs of their disabled students	<ul style="list-style-type: none"> • Review legislation and changes to Accessibility Plan and other related H&S laws • Audit ‘Curriculum of the Future’ plans in terms of accessibility to all • Collaborate more fully on accessibility at Foundation level • Continue to communicate needs to staff and train as appropriate, so can effectively cater for differing needs e.g. audio-impaired training • Continued sharing of pupil profiles and individual education plans (IEPs) with all staff by HOLS 	Throughout the year	Head/ DHA and DHP & Heads of Key Stage

	<p>Students with bespoke timetables adjusted to meet their needs provided with greater support</p> <p>Ongoing commitment to staff training means student's need are better met in each area of the school curriculum.</p> <p>Students with low self-esteem and /or emotion-based school avoidance are increasingly able to engage with the school community and curriculum with support in the home if needed</p>	<ul style="list-style-type: none"> • Additional support available to support curriculum learning in 'Oasis' space • Pastoral 'eyes on' and nurturing support for student out of school and specialist advice via Educational Psychologist and tutors able to support in home setting to enable curriculum access 		
<p>Raising awareness of ableism</p>	<p>Evergreen and other special schools and the associated 'Let's Play' holiday club partnerships flourishes and have higher profile within the school.</p> <p>Equality, Inclusion and Wellbeing Prefects and the Ableism group take a lead on raising awareness of autism and non-visible disabilities in the school e.g. through a more diverse programme of visiting speakers.</p> <p>Training of pastoral staff on more specialist aspects of supporting</p>	<ul style="list-style-type: none"> • Continue to develop the partnership with the local special schools and raise their profile within school. • Increase the holiday provision for disabled children and students' support of this • Student-led whole school assembly to improve student understanding of autism and share the lived experience • Explore friendships in autism training through ACAMH 		

	autism e.g. managing impact on friendships.			
Improve the availability of accessible information	<p>Parents with a disability e.g. sight or hearing impairment have full access to all communications</p> <p>Accessibility features on devices and those available from Learning Support (e.g. reader pens, Immersive Reader, Microsoft Lens) are utilised by students</p> <p>All students, including those with SEND, are able to confidently access homework via Teams Assignments</p>	<ul style="list-style-type: none"> • Check all information to parents is sent in a format that can be enlarged etc. and that we are catering for known needs • Provide sign language interpretation where required at all events • Learning Support to continue to raise awareness of device functionality and monitor usage in IEP review meetings. • Assistive Technology 'Boost' sessions available to anyone wishing to use such aids • Teams successfully used for the teacher to share homework requirements with students and parents 	Throughout year	Head/DHP/Senco and relevant staff
Proposed developments in physical access to education and associated services:	<p>Campus is fully accessible to those with a disability</p> <p>Parents can enter school for meetings and concerts easily</p> <p>Staff with mobility problems are given special arrangements for things such as trips and parking spaces</p>	<ul style="list-style-type: none"> • Ensure that developments are inclusive of all disabilities across the Foundation site and including in the new boarding house • Improve automatic provision for those with mobility issues at concerts when raised seating can be difficult to access. Consider if additional handrails are possible. • Ensure parents and staff with disabilities are offered any help such as parking space 	During year	Head/DHs & Heads of Estates, Operations, H&S & Capital Build team incl. Governors

	Transport meets the needs of those with disabilities	near to school and adjustments for parents' evenings and concerts. <ul style="list-style-type: none"> • Check provision with Transport office 		
--	--	--	--	--

APPENDIX B:

ADMISSIONS: ADDITIONAL INFORMATION no. 2

INFORMATION REGARDING ENTRY FOR APPLICANTS WHO HAVE A DISABILITY

The following is an extract from the School's Policy on Disability:

Admission procedure for pupils

The School will be open to applications from **any prospective pupil with a physical and/or mental impairment.**

1. The registration or admission form will enable the parents to give details of their child's disability.
2. Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude.
3. The School will treat every application from a disabled pupil in a fair, open-minded way.
4. The School will, if appropriate, request from the parents or previous School full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
5. The applications will be considered on the basis that all '**reasonable adjustments**' have been made by the School in order to cater for the child's disability. (See definition below)
6. The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately for the pupil's physical and educational needs.
7. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of the place is declined.

If your daughter has a disability, please give brief details here, **return this form with the registration form** and we will then arrange to meet you to discuss it.

PUPIL'S NAME

DISABILITY

Signed _____

Date: _____