



King Edward's

WITLEY

Disability Policy and Accessibility Plan 1st April 2019 – 31st March 2022

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This policy takes into account the 'Special Educational Needs & Disability Act' 2001 (SENDA), which was further amended by the Disability Discrimination Act 2005, with all changes known to be in force before March 2019. The Children and Families Act 2014 provides the definition of "special educational needs" in its fullest sense. The policy further recognises the Department of Education and Department of Health code of practice that was updated in May 2015.

The aim is not to treat disabled pupils or prospective pupils less favourably and to take reasonable steps to avoid any possible disadvantage to disabled pupils by making reasonable adjustments and providing auxiliary aids.

Admission Criteria

The School has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act 2001 to accommodate the needs of any applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately. The School must be made aware of any known disability or special educational need which may impact upon the child's ability to take full advantage of the education provided by the School. Parents of a child who has a disability or special educational need should provide the School with full details in writing at the time of registration. Thus the School can assess the needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admissions process, including the tests, and time at School. If special educational needs or a disability become apparent after registration, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

Special Needs

The School endeavours to make it possible for those pupils with physical disabilities, who are capable of benefiting from what the School can provide, to do so. In assessing any pupil or prospective pupil, the School may take such advice and require such assessments as is necessary. The School is always sensitive to any requests for confidentiality. In School there are already pupils who have learning or physical disabilities. The special needs of these children are considered in consultation with the Head of Learning Support. The School will co-operate fully with suitable specialist advisory teachers. The main forms of need relate to dyslexic tendencies, short-term memory problems and organisational

difficulties. However, children with hearing, sight, motor and speech impairments can also be successfully integrated and accommodated. Written information will be made accessible in a range of different ways (e.g. colour, font size, the use of audio versions of texts, projectors in most classrooms, e-beams, whiteboards) for disabled pupils, where it is provided in writing for pupils who are not disabled. The School will be flexible over the provision of co-curricular sport and activities, as well as the curriculum itself, in order to accommodate individual pupil's needs.

Equal Opportunity

The School operates an equal opportunities policy, whereby pupils are not inappropriately discriminated against on the grounds of gender, age, physical or learning disability, race, religion, sexual orientation, gender reassignment, marital status, cultural or linguistic background. This accords with the Equality Act 2010. Parents who decide to send their children to the School must accept the historical background of the School, its unique character and broadly Christian ethos, as set out in the prospectus. Parents should not seek admission for their children unless they are prepared to support the traditions and routines of the School.

The School's policy is to apply these criteria to all pupils and prospective pupils in respect of any disability of which it is aware. The School will endeavour to meet its obligations to make reasonable adjustments not to put any disabled pupil or prospective pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability. These adjustments may include:

- A list identifying pupils with particular needs
- Possible changes to the curriculum in the area of languages or physical education
- Appropriate amendments in classrooms, such as changed seating arrangements or enlarged copies of notes or the provision of a laptop computer
- Appropriate risk assessments for hazardous or off-site activities, including the possibility of staff or peer assistance in practical subjects
- Appropriate staff training from specialist advisors

School buildings

An immediate difficulty is presented by the lay-out and age of the School buildings, which cover a wide area. The buildings were not provided with lifts when they were completed between 1867 and 1991. Some departments remain inaccessible to disabled pupils, but teachers will always move to an accessible room when the need arises. Major alterations to the buildings would incur prohibitive cost. In any further development to the site, every effort will be made to ensure that the buildings are accessible to anyone with a disability. When new buildings are constructed, full regard is given to the requirements of the appropriate legislation.

Disability Audit

An annual review of access to all classroom areas is undertaken and modifications will occur as resources allow. The most recent audit took place at the SMT meeting on 25th April 2019. The next review is scheduled for an SMT meeting in April 2020 in the light of the known needs of pupils and staff for the following academic year. Any proposals from the review will be put to the Health and Safety Committee in the Summer Term 2019 for consideration.

Accessibility Plan

The current provision at April 2019 may be summarised below:-

Department Access

Art - no wheelchair access
Business Studies/Economics - no wheelchair access
Careers – no wheelchair access
Classics – no wheelchair access
D&T Resistant Materials - ramped access
English and Drama - ramped access
Health & Lifestyle Centre – no wheelchair access
Geography - no wheelchair access
History - no wheelchair access
ICT - access
Learning Support – no wheelchair access
Mathematics – no wheelchair access
Modern Languages – no wheelchair access
Music – limited access
PE and Games area – limited access
RE - no wheelchair access
Science School – no wheelchair access

Facilities Access

Administration Offices – access to ground floor only to the offices of The Head, Senior Deputy Headmaster, The School Office and Reception
Admissions and Marketing - access
All Weather Sports Area - access
Bridewell Room – access
Bunker Art Gallery - access
Chapel – access
Chaplain’s Office – access
Charter Hall – access
Dance Studio – ramped access
Dining Hall – access
Development – no access
Disabled toilet facility - access
Exhibition Hall – ramped access
Laundry - access
Lecture Theatre – no wheelchair access
Library - access
Main sports hall – access
Medical Centre - access

Netball/tennis courts – access
Piccadilly Cafe - access
Recital Room – ramped access
Selborne Room – access
Sixth Form Centre – limited wheelchair access
Sports fields - access
Staff Common Room – access
Uniform Shop - access

House Access

There is limited wheelchair access to at least part of all houses.

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Curriculum provision

1. Access to the curriculum will be reviewed in the light of known need for each academic year. For some, a slightly amended curriculum is required and can be provided, for example in the area of languages and physical education. This review will next be undertaken in April 2020.
2. Access to all trips of both a curricular and co-curricular nature is always reviewed at the planning stage to ensure that, as far as possible, such activities are available to all and to investigate what reasonable adjustments may be possible.
3. Access arrangements for public examinations are reviewed annually and enacted whenever a need arises suddenly to ensure that no examination candidate is prevented from having their needs met to enable them to complete the papers effectively.

Accessibility of information

1. Changes to the website have ensured that it is accessible to those with sight impairment. Regular reviews have happened since the last major upgrade in December 2015.
2. The audio visual system was improved in Chapel for use at the start of the Autumn Term 2014. A more effective, clear projection system was deployed so that visibility levels were enhanced in all parts of the Chapel. The sound system was further upgraded in September 2017.
3. A review of signage around the School was initially undertaken in the Summer Term 2011. More recent changes and developments (in 2016-2018) have ensured that the new signs meet with recommended standards for those with sight impairment. Professional advice was taken initially. This is an ongoing project, which has now been substantially completed.
4. A new Health & Safety Adviser was appointed by the School in September 2017 so that the School could be sure of the latest advice and good practice in respect of accessibility amongst other things.

5. TV screens were first installed in April 2014 in the Piccadilly Café, have been upgraded and now include the Dining Hall, the Waiting Room in the main front corridor and Houses. The screens are 37" in size to enable those with visual impairment to see them more effectively.
6. Major upgrades of the projectors in classrooms throughout the School have been completed.
7. A new Virtual Learning Environment, Firefly, was set up in 2017 and enables remote access to a wide range of resources and information for both pupils, parents and staff. This has enabled the Head of Learning Support to supply information to teachers to help them to make reasonable adjustments for pupils.

Physical access

1. Ramps are provided and are portable to a variety of locations for Parents Conferences and other school events and are used to allow access. Parents and visitors are encouraged to contact us in advance so that an appropriate venue can be used for an event, convenient car parking can be provided and ramped access put in place well in time. This will be emphasised further in the letters which invite parents to Parents Conferences.
2. A review of the car parking arrangements around the campus recommended permanent reserved spaces for the disabled. These spaces were provided at the front of the School and on the main Tarmac area in March 2013. The places for the disabled on the resurfaced Tarmac were enlarged and highlighted even more obviously in April 2015. A place for disabled parking was designated in the area of Queen Mary House in April 2017.
3. The ground floor ICT classroom on the North Side corridor has been developed with door sizes, spacing, desk height and lighting to make it suitable for pupils and staff with a variety of needs, long and short term. The room was available from September 2017.
4. Music concerts have been moved from the Lecture Theatre to the Recital Room in the Music School and The Selborne Room. This has allowed greater access to the music curriculum and at musical events. The lighting has been improved in the Recital Room and a suitable hard floor has made the venue more suitable for purpose for those with sight, hearing and mobility limitations from the Spring Term 2017.
5. Meetings before Parents Conferences have been moved to the Dance Studio and appointments with teachers follow in The Selborne Room to ensure good access. This change was made in November 2014 and reconfirmed for the academic year 2019 – 2020.
6. Any refurbishment of the houses (subject to funding) during 2019 – 2020 will pay due regard to requirements for SENDA conformity. Better access and a disabled visitor's toilet was included in the refurbishment of Queen Mary House and completed by September 2015.

7. The door threshold height has been reduced as part of The Selborne Room refurbishment to make access easier from the start of the Spring Term 2015.
8. The Light Reflective Value (LRV) of paints and carpets influences the quality of visible and useable light reflected by the surface in all directions and at all wavelengths when illuminated by a light source. LRV was part of the process used on the refurbishment of St Bridget's and influenced staircase choices to enhance safety for anyone with visual impairment. This project was completed in March 2015, and the process will be used in future refurbishment projects.
9. The Master Plan project commenced with an initial review in March 2015. There will be on-going phases throughout the duration of this policy, as funding permits. With all projects full consideration will be given to the requirements of the appropriate legislation.
10. In the redevelopment of North Side, attention was given to the sound proofing and acoustics within the classrooms to make them more friendly environments for the hard of hearing. This is a phased project to be completed in 2019 – 2020.
11. The levels of lighting were improved as part of the North Side redevelopment and will continue to be improved in further phases from 2019 – 2020. The lighting in the Sports Hall has recently been upgraded with a planned completion date of September 2019. Further upgrades to lighting in the Library and Dining Hall are planned for the period 2019 – 2021.
12. At the request of the School Council and funded by them from their budget, additional blinds were installed in Piccadilly Café to make it easier for users of the café to see screens.
13. All invitations to School events contain a section where visitors can easily request separate access arrangements. The provision was started initially by the Development Office in September 2015 and will be extended to all major school functions from September 2019.
14. An enhancement to CCTV was undertaken in February 2019 and allows any abuse of the designated parking for the disabled to be monitored more effectively. An upgrade of the system was made in February 2019.
15. The sounder units in the fire alarms have been replaced to ensure that the units operate more effectively at a decibel level above the minimum that is required.
16. The Uniform Shop, opened in June 2017, has been designed with a door width to enable easy access for all. The counter has been placed at a lower level to aid wheelchair users.
17. Handrails have been added in April 2018 at the steps to the main reception and at the exit from Chapel via the vestry. The addition of handrails improves ease of access to these areas.

18. To facilitate the new Lockdown Policy, an upgrade to the areas of audibility of the School bell was made. This project was completed in April 2019.

19. Clearer markings have been provided in the area of the Tarmac and service road to segregate traffic and pedestrian flow. This was completed in September 2018.

20. The new minibuses have the potential to be made suitable for disabled persons if required.

This may be summarised thus:-

Action	Intended completion	Date
Car parking	Specified, enlarged spaces for the disabled	Addition of a designated space for the disabled in the area of Queen Mary House
Classrooms	Review of access to all departments	Autumn Term 2018 review
Curriculum changes	Modifications in languages and physical education, according to need	January – March 2020 during admissions period; completion by April 2020
Houses	Refurbishment; inclusion of a disabled visitors toilet in the refurbished QMH	On-going during academic year 2019 – 2020
Refurbishment projects	LRV used for the first time and will be used in future projects	First use in March 2015 and ongoing
Visitors' access	Requests to accompany invitations to School events	For use from September 2015
Replacement of screens in classrooms	Started in Science and on-going	Completed by September 2017

Awareness of the policy

The School ensures awareness and observance of the policy through:

- Education in PSHE, RS and other lessons
- Health & Safety Committee meetings
- Staff INSET
- Whole-school assemblies
- SMT meetings, staff meetings and house meetings, when appropriate
- Guidance in the Staff Handbook and from the Learning Support Department or Medical Centre

An Equality Impact Assessment has been undertaken on this policy to ensure that there are no issues of a safeguarding nature and no concerns relating to gender, disability and ethnicity that need to be addressed.